

NATALIE D. EGGUM

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EDUCATION

August 2009

Ph.D., Developmental Psychology, ASU

Dissertation title: *Children's shyness: Relations with negative emotion, effortful control, and social outcomes*

Co-Chairs: Nancy Eisenberg and Tracy L. Spinrad

Committee: Gary W. Ladd, Kathryn Lemery-Chalfant, and Mark Reiser

December 2006

M.A., Psychology, ASU

Thesis title: *Development of shyness: Influence of child temperament and maternal behavior*

Chair: Nancy Eisenberg

Committee: Tracy L. Spinrad, Kathryn Lemery-Chalfant, and Mark Reiser

December 2003

B.A., Psychology, ASU

Summa Cum Laude

PROFESSIONAL EXPERIENCE

Academic Positions

2019-present

Associate Professor (with tenure), SSFD, ASU

2012-2019

Assistant Professor (tenure-track position with an emphasis on longitudinal methods and children's social-emotional development), SSFD, ASU

2010-2012

Assistant Research Professor (non-tenure track position with an emphasis on quantitative consultation and teaching quantitative methods), SSFD, ASU

2009-2010

Postdoctoral Fellow with Dr. Nancy Eisenberg, Department of Psychology, ASU

2004-2009

Graduate Research Assistant/Associate with Dr. Nancy Eisenberg, Department of Psychology, ASU

2002-2003

Undergraduate Research Assistant with Drs. Nancy Eisenberg and Tracy Spinrad, Department of Psychology, ASU

Academic Affiliations

2012-present

International Research Affiliate with the Institute for Social and Environmental Research – Nepal (<https://isernepal.org.np/>)

RESEARCH

Research Mission

The mission of my research is to provide insight into individual (e.g., genetics, temperament) and social (e.g., family, peers, caregivers, teachers, cultural) factors that shape children's and adolescents' social, psychological, and school adjustment internationally. I am especially interested in the nature, development, causes, and consequences of social competence (e.g., social skills, effortful control, empathy, prosocial behavior), social withdrawal (e.g., shyness, unsociability, social avoidance), psychological adjustment problems (e.g., aggression, delinquency, depression, anxiety), and school adjustment (e.g., engagement, achievement).

My methodological interests involve latent variable modeling of longitudinal data. I engage in research collaborations as a methodologist, which occasionally involve research topics that are tangential to my primary interests.

Scholarly Works Summary Tables

Author Metrics - retrieved by a profile search for "Natalie D. Eggum" on Google Scholar

Metric	Total
Citation Count	8,938
h-index	42
i10-index	53

Summary of Scholarly Works - Quantities

Scholarly Works Category	Published and Forthcoming
Peer-Reviewed Empirical Studies	57
Eggum 1 st author	13
Eggum 1 st following student(s)	12
Peer-Reviewed Literature Reviews	4
Eggum 1 st author	0
Eggum 1 st following student(s)	0
Invited Book Chapters	6
Eggum 1 st author	0
Eggum 1 st following student(s)	0
Peer-Reviewed Encyclopedia Articles	1
Eggum 1 st author	1
Eggum 1 st following student(s)	0
Refereed Conference Paper Presentations	18
Eggum 1 st author	4
Eggum 1 st following student(s)	2
Refereed Conference Poster Presentations	45
Eggum 1 st author	5
Eggum 1 st following student(s)	21
Invited Academic Panel Discussion	1
Eggum 1 st presenter	1
Eggum 1 st following student(s)	0
Invited Academic Presentations	7
Eggum 1 st author	6
Eggum 1 st following student(s)	0
Non-refereed Speaker Series Academic Presentations	4
Eggum 1 st author	4
Eggum 1 st following student(s)	0
Invited Popular Press Articles	2
Eggum 1 st author	2
Eggum 1 st following student(s)	0

Summary of Scholarly Works - Journal Quality

- The average 5-year Thomson Reuters/Clarivate Impact Factor of the peer-reviewed journals in which my empirical studies and literature reviews appear is **3.740**

Scholarly Works Legend

- The first author has the most responsibility in my discipline. Our academic unit conceptualizes first authorship and first authorship following student(s) as equal levels of responsibility.
- I denote students with whom I co-authored after becoming a faculty member in August of 2010 using superscript numbers. Students are classified by their education levels during data or manuscript development (not necessarily education level at date of publication).
 - ¹Postdoctoral fellow who performs research in my lab
 - ²Graduate student who performs research in my lab
 - ³Undergraduate student who performs research in my lab
 - ⁴Postdoctoral fellow from another faculty member's research lab
 - ⁵Graduate student from another faculty member's research lab
 - ⁶Undergraduate student from another faculty member's research lab
- IF = the journal's Impact Factor from Clarivate Analytics' Journal Citation Reports module during the year of the manuscript's publication (5-year IF in parentheses)
 - Exception: if the IF is not yet available for the manuscript's year of publication, the most recent IF is reported
 - N/A = recent IF not available
- Rank = the journal's rank from Journal Citation Reports module during the year of the manuscript's publication
 - Exception: if the journal's rank for the manuscript's year of publication is not yet available, the most recent rank is reported
- Role = my estimated percentage of the total effort for the publication, as well as a qualitative description of my contributions to the research above-and-beyond feedback on the writing, organization, and editing of the manuscript (which I provided for all the manuscripts) and above-and-beyond feedback on the substantive content (e.g., theory; which I provided for the vast majority of the manuscripts)
- Each section of my scholarly record contains a line, ----*Tenure Review*----, to separate more recent work from work already reviewed for my tenure evaluation

Peer-Reviewed Journal Articles – Empirical Studies

57. ⁵Pickett, J., ⁵Ostner, S. G., ⁵Murillo, A. S., Clifford, S., Doane, L. D., Davis, M. C., Su, J., **Eggum, N. D.**, & Lemery-Chalfant, K. (accepted). Obstetrical and neonatal complications, prematurity, and childhood effortful control development: A longitudinal twin study. *Developmental Psychology*.
56. Alcaraz, M., Pierce, H., **Eggum, N. D.**, Nuño-Gutiérrez, B. L., & Ghimire, D. (accepted). A cross-cultural examination of adverse childhood experiences in low- and middle-income countries and their relation with adolescent educational aspirations. *Child Abuse & Neglect*.

55. ²Clifford, B. N., **Eggum, N. D.**, Rogers, A., Porter, C., ⁵Gale, M., ⁵Sheppard, J. A., Lucca, K., Rainey, V., Bradley, R., ⁵Holmgren, H., & Jones, B. (in press). Mothers' and fathers' depressive symptoms across four years postpartum: An examination of between- and bidirectional within-person relations. *Journal of Affective Disorders*.
<https://doi.org/10.1016/j.jad.2024.01.255>
54. Zhang, L., & **Eggum, N. D.** (2023). Chinese adolescents' dyadic perceptions of aggressive peers: The role of gender and cultural values. *Journal of Interpersonal Violence*, 38(15-16), 9343-9368. <https://doi.org/10.1177/08862605231165751>
53. ⁵Axxe, E., Hayford, S. R., & **Eggum, N. D.** (2022). Family and non-family roles as predictors of subjective adulthood among youth in three low-income agricultural settings. *Journal of Research on Adolescence*, 32(4), 1546-1565.
<https://doi.org/10.1111/jora.12731>
52. ²Clifford, B. N., **Eggum, N. D.**, ²An, D., Clifford, S., & Lemery-Chalfant, K. (2022). Withdrawn and acting out?: Early adolescents' social avoidance and externalizing problems. *Journal of Research on Adolescence*, 32(2), 711-719.
<https://doi.org/10.1111/jora.12642>
51. **Eggum, N. D.**, ²Zhang, L., ²An, D., ²Xu, J., ²Clifford, B. N., & ¹Costa, M. (2022). Shyness, unsociability, and social avoidance during early adolescence: Associations with peer relationships and aggression. *Journal of Early Adolescence*, 42(7), 937-964.
<https://doi.org/10.1177/02724316221088750>
50. Faragó, F., ²Xu, J., **Eggum-Wilkens, N. D.**, Zhang, L., An, D., ⁵Kim, E., & ⁵Adams, E. (2022). Ugandan adolescents' attitudes toward, and shared activities with, same- and other-gender peers and friends. *Youth & Society*, 54(5), 858-889.
<https://doi.org/10.1177/0044118X21998717>
49. ²An, D., & **Eggum-Wilkens, N. D.** (2021). Situation-specific shyness among Chinese adolescents: Measurement and associations with adjustment. *Journal of Applied Developmental Psychology*, 74, 101278. <https://doi.org/10.1016/j.appdev.2021.101278>
48. ²Faragó, F., **Eggum-Wilkens, N. D.**, & ²Zhang, L. (2021). Ugandan adolescents' descriptive gender stereotypes about domestic and recreational activities, and attitudes about women. *Youth & Society*, 53(5), 723-744. <https://doi.org/10.1177/0044118X19887075>
47. Faragó, F., **Eggum-Wilkens, N. D.**, & Zhang, L. (2021). Ugandan adolescents' gender stereotype knowledge about jobs. *Vulnerable Children and Youth Studies*, 16(2), 113-122. <https://doi.org/10.1080/17450128.2020.1830213>
46. ⁵Xu, X., Spinrad, T. L., Eisenberg, N., & **Eggum-Wilkens, N. D.** (2021). Longitudinal transactional relations among young children's defiance, committed compliance, and maternal assertive control. *Infancy*, 26(5), 686-704. <https://doi.org/10.1111/infa.12416>

45. **Eggum-Wilkens, N. D.**, ²An, D., ²Zhang, L., & ¹Costa, M. (2020). Co-occurrence of and cross-informant agreement on shyness, unsociability, and social avoidance during early adolescence. *Social Development*, 29, 73-88. <https://doi.org/10.1111/sode.12398>
44. ²Xu, J., **Eggum-Wilkens, N. D.**, & Bradley, R. H. (2020). Children's friendship quality trajectories from middle childhood to early adolescence and prediction from sex. *Journal of Social and Personal Relationships*, 37(6), 1843-1851. <https://doi.org/10.1177/0265407520910784>
43. ²An, D., & **Eggum-Wilkens, N. D.** (2019). Do cultural orientations moderate the relations between Chinese adolescents' shyness and depressive symptoms? It depends on their academic achievement. *Social Development*, 28(4), 908-926. <https://doi.org/10.1111/sode.12365>
42. **Eggum-Wilkens, N. D.**, ²Zhang, L., & ²An, D. (2018). An exploratory study of Eastern Ugandan adolescents' descriptions of social withdrawal. *Journal of Adolescence*, 67, 153-157. <https://doi.org/10.1016/j.adolescence.2018.06.011>
41. ²An, D., **Eggum-Wilkens, N. D.**, Chae, S., Hayford, S. R., Yabiku, S. T., Glick, J. E., & ²Zhang, L. (2018). Adults' conceptualizations of social competence in Nepal and Malawi. *Psychology and Developing Societies*, 30(1), 1-23. <https://doi.org/10.1177/0971333617747345>
40. ²Zhang, L., & **Eggum-Wilkens, N. D.** (2018). Correlates of shyness and unsociability during early adolescence in urban and rural China. *Journal of Early Adolescence*, 38(3), 408-421. <https://doi.org/10.1177/0272431616670993>
39. ²Zhang, L., & **Eggum-Wilkens, N. D.** (2018). Unsociability in Chinese adolescents: Cross-informant agreement and relations with social and school adjustment. *Social Development*, 27(3), 555-570. <https://doi.org/10.1111/sode.12284>
38. **Eggum-Wilkens, N. D.**, ²Zhang, L., & ²Faragó, F. (2017). Karamojong adolescents in Tororo District, Uganda: Life events, adjustment problems, and protective factors. *Journal of Loss & Trauma*, 22(4), 283-296. <https://doi.org/10.1080/15325024.2017.1284508>
37. ⁵Goble, P., **Eggum-Wilkens, N. D.**, ⁵Bryce, C. I., Foster, S. A., Hanish, L. D., Martin, C. L., & Fabes, R. A. (2017). The transition from preschool through first grade: A transactional model of development. *Journal of Applied Developmental Psychology*, 49, 55-67. <https://doi.org/10.1016/j.appdev.2017.01.007>
36. ²Zhang, L., **Eggum-Wilkens, N. D.**, Eisenberg, N., & Spinrad, T. L. (2017). Children's shyness, peer acceptance, and academic achievement in the early school years. *Merrill-Palmer Quarterly: Journal of Developmental Psychology*, 63(4), 458-484. <https://doi.org/10.13110/merrpalmquar1982.63.4.0458>

35. ⁵Bishop, N. J., **Eggum-Wilkens, N. D.**, Haas, S. A., & Kronenfeld, J. J. (2016). Estimating the co-development of cognitive decline and physical mobility limitations in older U.S. adults. *Demography*, 53(2), 37-364. <https://doi.org/10.1007/s13524-016-0458-x>
34. **Eggum-Wilkens, N. D.**, ⁵Reichenberg, R. E., Eisenberg, N., & Spinrad, T. L. (2016). Components of effortful control and their relations to children's shyness. *International Journal of Behavioral Development*, 40(6), 544-554. <https://doi.org/10.1177/0165025415597792>
33. ⁵Goble, P., Hanish, L. D., Martin, C. L., **Eggum-Wilkens, N. D.**, Foster, S. A., & Fabes, R. A. (2016). Preschool contexts and teacher interactions: Relations with school readiness. *Early Education & Development*, 27(5), 623-641. <https://doi.org/10.1080/10409289.2016.1111674>
32. ⁴Lai, K., Green, S. B., Levy, R., ⁵Reichenberg, R., ⁵Xu, Y., Thompson, M. S., ⁵Yel, N., **Eggum-Wilkens, N. D.**, ⁵Kunze, K. L., & Iida, M. (2016). Assessing model similarity in structural equation modeling. *Structural Equation Modeling: An Multidisciplinary Journal*, 23(4), 491-506. <https://doi.org/10.1080/10705511.2016.1154464>
31. ⁵Edwards, A., Eisenberg, N., Spinrad, T. L., Reiser, M., **Eggum-Wilkens, N. D.**, & Liew, J. (2015). Predicting sympathy and prosocial behavior from young children's dispositional sadness. *Social Development*, 24(1), 76-94. <https://doi.org/10.1111/sode.12084>
30. **Eggum-Wilkens, N. D.**, Lemery-Chalfant, K., Aksan, N., & Goldsmith, H. H. (2015). Self-conscious shyness: Growth during toddlerhood, strong role of genetics, and no prediction from fearful shyness. *Infancy*, 20(2), 160-188. <https://doi.org/10.1111/inf.12070>
29. ⁴Lee, J. E., Husman, J., Scott, A. K., & **Eggum-Wilkens, N. D.** (2015). Stepping stone to future computing-based technology pathways. *Journal of Educational Computing Research*, 52(2), 199-223. <https://doi.org/10.1177/0735633115571304>
28. ⁵Nozadi, S. S., Spinrad, T. L., Eisenberg, N., & **Eggum-Wilkens, N. D.** (2015). Associations of anger and fear to later self-regulation and problem behavior symptoms. *Journal of Applied Developmental Psychology*, 38(May-June), 60-69. <https://doi.org/10.1016/j.appdev.2015.04.005>
27. **Eggum-Wilkens, N. D.**, Fabes, R. A., ⁵Castle, S., ²Zhang, L., Hanish, L. D., & Martin, C. L. (2014). Playing with others: Head Start children's peer play and relations with kindergarten school competence. *Early Childhood Research Quarterly*, 29(3), 345-356. <https://doi.org/10.1016/j.ecresq.2014.04.008>
26. **Eggum-Wilkens, N. D.**, Valiente, C., Swanson, J., & Lemery-Chalfant, K. (2014). Children's shyness, popularity, school liking, cooperative participation, and internalizing problems in the early school years. *Early Childhood Research Quarterly*, 29(1), 85-94. <https://doi.org/10.1016/j.ecresq.2013.10.002>

25. Swanson, J., Valiente, C., Lemery-Chalfant, K., Bradley, R. H., & **Eggum-Wilkens, N. D.** (2014). Longitudinal relations among parents' reactions to children's negative emotions, effortful control, and math achievement in early elementary school. *Child Development, 85*(5), 1932-1947. <https://doi.org/10.1111/cdev.12260>
24. ⁴Taylor, Z. E., Eisenberg, N., ⁵VanSchyndel, S. K., **Eggum-Wilkens, N. D.**, & Spinrad, T. L. (2014). Children's negative emotions and ego-resiliency: Longitudinal relations with social competence. *Emotion, 14*(2), 397-406. <https://doi.org/10.1037/a0035079>
23. Eisenberg, N., ⁵Edwards, A., Spinrad, T. L., Sallquist, J., **Eggum, N. D.**, & Reiser, M. (2013). Are effortful and reactive control unique constructs in young children? *Developmental Psychology, 49*(11), 2082-2094. <https://doi.org/10.1037/a0031745>
22. Hofer, C., Eisenberg, N., Spinrad, T. L., Morris, A. S., Gershoff, E., Valiente, C., Kupfer, A., & **Eggum, N. D.** (2013). Mother-adolescent conflict: Stability, change, and relations with externalizing and internalizing. *Social Development, 22*(2), 259-279. <https://doi.org/10.1111/sode.12012>
21. ⁵Nozadi, S. S., Spinrad, T. L., Eisenberg, N., Bolnick, R., **Eggum-Wilkens, N. D.**, Smith, C. L., Gaertner, B., Kupfer, A., & Sallquist, J. (2013). Prediction of toddlers' expressive language from maternal sensitivity and toddlers' anger expressions: A developmental perspective. *Infant Behavior and Development, 36*(4), 650-661. <https://doi.org/10.1016/j.infbeh.2013.06.002>
20. ⁴Taylor, Z. E., Eisenberg, N., Spinrad, T. L., **Eggum, N. D.**, & ⁵Sulik, M. J. (2013). The relations of ego-resiliency and emotion socialization to the development of empathy and prosocial behavior across early childhood. *Emotion, 13*(5), 822-831. <https://doi.org/10.1037/a0032894>
19. **Eggum, N. D.**, Eisenberg, N., Reiser, M., Spinrad, T. L., Valiente, C., Sallquist, J., Michalik, N. M., & Liew, J. (2012). Relations over time among children's shyness, emotionality, and internalizing problems. *Social Development, 21*(1), 109-129. <https://doi.org/10.1111/j.1467-9507.2011.00618.x>
18. Eisenberg, N., ⁵Sulik, M. J., Spinrad, T. L., ⁵Edwards, A., **Eggum, N. D.**, Liew, J., Sallquist, J., Popp, T. K., Smith, C. L., & Hart, D. (2012). Differential susceptibility and the early development of aggression: Interactive effects of respiratory sinus arrhythmia and environmental quality. *Developmental Psychology, 48*(3), 755-768. <https://doi.org/10.1037/a0026518>
17. Spinrad, T. L., Eisenberg, N., ⁵Silva, K. M., **Eggum, N. D.**, Reiser, M., ⁵Edwards, A., Iyer, R., Kupfer, A. S., Hofer, C., Smith, C. L., ⁵Hayashi, A., & Gaertner, B. M. (2012). Longitudinal relations among maternal behaviors, effortful control, and young children's committed compliance. *Developmental Psychology, 48*(2), 552-566. <https://doi.org/10.1037/a0025898>

16. ⁵Sulik, M. J., Eisenberg, N., Lemery-Chalfant, K., Spinrad, T. L., ⁵Silva, K. M., **Eggum, N. D.**, ⁴Betkowski, J. A., Kupfer, A., Smith, C. L., Gaertner, B., ⁵Stover, D. A., & Verrelli, B. C. (2012). Interactions between serotonin transporter gene haplotypes and quality of mothers' parenting predict the development of children's noncompliance. *Developmental Psychology*, 48(3), 740-754. <https://doi.org/10.1037/a0025938>
15. **Eggum, N. D.**, Eisenberg, N., ⁵Kao, K., Spinrad, T. L., Bolnick, R., Hofer, C., Kupfer, A. S., & Fabricius, W. V. (2011). Emotion understanding, theory of mind, and prosocial orientation: Relations over time in early childhood. *Journal of Positive Psychology*, 6(1), 4-16. <https://doi.org/10.1080/17439760.2010.536776>
14. **Eggum, N. D.**, Sallquist, J., & Eisenberg, N. (2011). "Then it will be good": Negative life events and resilience in Ugandan youth. *Journal of Adolescent Research*, 26(6), 766-796. <https://doi.org/10.1177/0743558410391259>
- Popular press coverage: Feldman, D. B., & Kravetz, L. D. (2014). *Super Survivors: The surprising link between suffering and success*. New York, NY: Harper Wave.
13. Eisenberg, N., ⁵Castellani, V., ⁵Panerai, L., **Eggum, N. D.**, Cohen, A. B., Pastorelli, C., & Caprara, G. V. (2011). Trajectories of religious coping from adolescence into early adulthood: Their form and relations to externalizing problems and prosocial behavior. *Journal of Personality*, 79(4), 841-873. <https://doi.org/10.1111/j.1467-6494.2010.00703.x>
12. Ladd, G. W., Kochenderfer-Ladd, B., **Eggum, N. D.**, Kochel, K. P., & McConnell, E. M. (2011). Characterizing and comparing the friendships of anxious-solitary and unsociable preadolescents. *Child Development*, 82(5), 1434-1453. <https://doi.org/10.1111/j.1467-8624.2011.01632.x>
- Media coverage (hyperlinks available upon request): *Fox News*, *Science Daily*, *Live Science*, *Yahoo News*, *PsychCentral*, *The Times of India*, and many other websites.
11. Liew, J., Eisenberg, N., Spinrad, T. L., **Eggum, N. D.**, Haugen, R. G., Kupfer, A., Reiser, M. R., Smith, C. L., Lemery-Chalfant, K., & Baham, M. E. (2011). Physiological regulation and fearfulness as predictors of young children's empathy-related reactions. *Social Development*, 20(1), 111-134. <https://doi.org/10.1111/j.1467-9507.2010.00575.x>
10. ⁵Silva, K. M., Spinrad, T. L., Eisenberg, N., ⁵Sulik, M. J., Valiente, C., ⁵Huerta, S., ⁵Edwards, A., **Eggum, N. D.**, Kupfer, A. S., Lonigan, C. J., Phillips, B. M., Wilson, S. B., Clancy-Menchetti, J., Landry, S. H., Swank, P. R., Assel, M. A., Taylor, H. B., & School Readiness Consortium (2011). Relations of children's effortful control and teacher-child relationship quality to school attitudes in a low-income sample. *Early Education & Development*, 22(3), 434-460. <https://doi.org/10.1080/10409289.2011.578046>

9. Eisenberg, N., Spinrad, T. L., **Eggum, N. D.**, Silva, K., Reiser, M., Hofer, C., Smith, C., Gaertner, B., Kupfer, A., Popp, T., & Michalik, N. (2010). Relations among maternal socialization, effortful control, and maladjustment in early childhood. *Development and Psychopathology*, 22(3), 507-525. <https://doi.org/10.1017/S0954579410000246>
8. Eisenberg, N., Vidmar, M., Spinrad, T. L., **Eggum, N. D.**, Edwards, A., Gaertner, B., & Kupfer, A. (2010). Mothers' teaching strategies and children's effortful control: A longitudinal study. *Developmental Psychology*, 46(5), 1294-1308. <https://doi.org/10.1037/a0020236>
7. Sallquist, J., Eisenberg, N., Spinrad, T. L., Gaertner, B. M., **Eggum, N. D.**, & Zhou, N. (2010). Mothers' and children's positive emotion: Relations and trajectories across four years. *Social Development*, 19(4), 799-821. <https://doi.org/10.1111/j.1467-9507.2009.00565.x>
6. Sulik, M. J., Huerta, S., Zerr, A. A., Eisenberg, N., Spinrad, T. L., Valiente, C., Di Giunta, L., Piña, A. A., **Eggum, N. D.**, Sallquist, J., Edwards, A., Kupfer, A., Lonigan, C. J., Phillips, B. M., Wilson, S. B., Clancy-Menchetti, J., Landry, S. H., Swank, P., Assel, M., & Taylor, H. (2010). The factor structure of effortful control and measurement invariance across ethnicity and sex in a high-risk sample. *Journal of Psychopathology and Behavioral Assessment*, 32(1), 8-22. <https://doi.org/10.1007/s10862-009-9164-y>
5. **Eggum, N. D.**, Eisenberg, N., Spinrad, T. L., Reiser, M., Gaertner, B. M., Sallquist, J., & Smith, C. L. (2009). Development of shyness: Relations with children's fearfulness, sex, and maternal behavior. *Infancy*, 14(3), 325-345. <https://doi.org/10.1080/15250000902839971>
4. **Eggum, N. D.**, Eisenberg, N., Spinrad, T. L., Valiente, C., Edwards, A., Kupfer, A. S., & Reiser, M. (2009). Predictors of withdrawal: Possible precursors of Avoidant Personality Disorder. *Development and Psychopathology*, 21(3), 815-838. <https://doi.org/10.1017/S0954579409000443>
3. Sallquist, J., Eisenberg, N., Spinrad, T. L., **Eggum, N. D.**, & Gaertner, B. M. (2009). Assessment of preschoolers' positive empathy: Concurrent and longitudinal relations with positive emotion, social competence, and sympathy. *Journal of Positive Psychology*, 4(3), 222-232. <https://doi.org/10.1080/17439760902819444>
2. Sallquist, J. V., Eisenberg, N., Spinrad, T. L., Reiser, M., Hofer, C., Zhou, Q., Liew, J., & **Eggum, N.** (2009). Positive and negative emotionality: Trajectories across six years and relations with social competence. *Emotion*, 9(1), 15-28. <https://doi.org/10.1037/a0013970>
1. Spinrad, T. L., Eisenberg, N., Granger, D. A., **Eggum, N. D.**, Sallquist, J., Haugen, R., Kupfer, A., & Hofer, C. (2009). Individual differences in preschoolers' salivary cortisol and alpha-amylase reactivity: Relations to temperament and maladjustment. *Hormones and Behavior*, 56(1), 133-139. <https://doi.org/10.1016/j.yhbeh.2009.03.020>

Peer-Reviewed Journal Articles – Literature Reviews

4. ²Clifford, B. N., Rainey, V. R., & **Eggum, N. D.** (2024). Parental postpartum depression and children's receptive and expressive language during the first six years of life: A systematic review of depression timing, status, and chronicity. *Developmental Review*, 71, 101105. <https://doi.org/10.1016/j.dr.2023.101105>
3. Eisenberg, N., **Eggum, N. D.**, & Di Giunta, L. (2010). Empathy-related responding: Associations with prosocial behavior, aggression, and intergroup relations. *Social Issues and Policy Review*, 4(1), 143-180. <https://doi.org/10.1111/j.1751-2409.2010.01020.x>
2. Eisenberg, N., Spinrad, T. L., & **Eggum, N. D.** (2010). Emotion-related self-regulation and its relation to children's maladjustment. *Annual Review of Clinical Psychology*, 6, 495-525. <https://doi.org/10.1146/annurev.clinpsy.121208.131208>
1. Eisenberg, N., Valiente, C., & **Eggum, N. D.** (2010). Self-regulation and school readiness. *Early Education & Development*, 21(5), 681-698. <https://doi.org/10.1080/10409289.2010.497451>

Invited Book Chapters

6. Eisenberg, N., **Eggum-Wilkens, N. D.**, & Spinrad, T. L. (2015). The development of prosocial behavior. In D. A. Schroeder & W. G. Graziano (Eds.), *Oxford handbook of prosocial behavior* (pp. 114-136). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780195399813.001.0001>
5. Eisenberg, N., **Eggum, N. D.**, & Edwards, A. (2010). Empathy-related responding and moral development. In W. F. Arsenio & E. A. Lemerise (Eds.), *Emotions, aggression, and morality in children: Bridging development and psychopathology* (pp. 115-135). American Psychological Association. <https://doi.org/10.1037/12129-000>
4. Eisenberg, N., **Eggum, N. D.**, Sallquist, J., & Edwards, A. (2010). Relations of self-regulatory/control capacities to maladjustment, social competence, and emotionality. In R. H. Hoyle (Ed.), *Handbook of personality and self-regulation* (pp. 20-46). Blackwell. <https://doi.org/10.1002/9781444318111>
3. Eisenberg, N., & **Eggum, N. D.** (2009). Empathic responding: Sympathy and personal distress. In J. Decety & W. Ickes (Eds.), *The social neuroscience of empathy* (pp. 71-83). MIT Press. <https://doi.org/10.7551/mitpress/9780262012973.001.0001>
2. Eisenberg, N., & **Eggum, N. D.** (2008). Empathy-related and prosocial responding: Conceptions and correlates during development. In B. A. Sullivan, M. Snyder, & J. L. Sullivan (Eds.), *Cooperation: The political psychology of effective human interaction* (pp. 53-74). Blackwell.

1. Smith, C. L., Spinrad, T. L., Eisenberg, N., Greving, K., Liew, J., & **Eggum, N. D.** (2007). Anger and anger regulation in infancy. In E. I. Clausen (Ed.), *Anger in psychology* (pp. 107-122). Nova Science Publishers, Inc.

Peer-Reviewed Encyclopedia Articles

1. **Eggum-Wilkens, N. D.**, Zhang, L., & ²An, D., & ²Clifford, B. N. (2022). Shyness in school. In T. L. Spinrad & J. Liew (Eds.), Social and emotional learning section; D. Fisher (Ed.), *Routledge encyclopedia of education (online)*. New York, NY: Taylor & Francis.
<https://doi.org/10.4324/9781138609877-REE44-1>

Refereed Professional Conference Paper Presentations

18. **Eggum, N. D.**, ²Lee, Y. -L., ²Xu, J., ²An, D., ²Clifford, B. N., ²Safa, M. D., Bradley, R. H., Hayford, S. R., Glick, J. E., Yabiku, S. T., & Muanamoha, R. (2024, June 16-20). Longitudinal relations among mothers' social support, maternal parenting, and children's social competence during middle childhood in Mozambique. In **Natalie D. Eggum** (Chair), *Relations between aspects of parenting and children's social and emotional adaptation over time* [Symposium]. The 27th biennial meeting of the International Society for the Study of Behavioural Development, Lisbon, Portugal.
17. Chae, S., Agadjanian, V., Hayford, S. R., Glick, J. E., & **Eggum, N. D.** (2023, May 31-June 2). Men's migration, social support, and women's health and well-being in three diverse contexts. In Baili Ram (Chair), *Morbidity and health* [Symposium]. Annual conference of the Canadian Population Society, Toronto, Ontario, Canada.
16. ⁵Chen, T., **Eggum, N. D.**, ⁵Zhang, H., & Glick, J. E. (2023, April 13-15). *Pathways from father migration to adolescent adjustment problems in Nepal: Disentangling the roles of economic resources and social support*. [Flash talk]. Annual meeting of the Society for Research in Adolescence, San Diego, CA, United States.
15. Chae, S., Agadjanian, V., Hayford, S. R., Glick, J. E., & **Eggum, N. D.** (2023, April 12-15). Men's migration, social support, and women's health and well-being in three diverse contexts. In Andrea Miranda González (Chair), *Consequences of immigration for sending communities* [Symposium]. Annual meeting of the Population Association of America, New Orleans, LA, United States.
14. Faragó, F., ²Xu, J., **Eggum-Wilkens, N. D.**, Zhang, L., An, D., ⁵Kim, E., & ⁵Adams, E. (2021, April 7-9). Ugandan adolescents' attitudes toward, and shared activities with, same- and other-gender peers and friends. In Sonya X. Xiao (Chair), *Gender today: Advances in the gendered nature of children's and adolescents' peer relationships* [Symposium]. Biennial meeting of the Society for Research in Child Development, Minneapolis, MN, United States.

13. ⁵Axxe, E., Hayford, S., & **Eggum-Wilkens, N. D.** (2020, August 8-11). An exploration of subjective ages of adulthood in Mexico, Mozambique, and Nepal. In Richard A. Settersten (Chair), *Age matters: Explorations of age categories in social life* [Symposium]. Virtual engagement event held in place of the annual meeting of the American Sociological Association.

12. **Eggum-Wilkens, N.**, ²An, D., Ghimire, D., Glick, J., Yabiku, S., Hayford, S., ²Safa, M., ²Xu, J., ²Clifford, B., & Bradley, R. (2020, June 21-25). Migration, parent-child relationships, and children's social competence in Nepal. In Linlin Zhang (Chair), *Social-emotional development in contexts of family migration* [Symposium]. The 26th biennial meeting of the International Society for the Study of Behavioural Development, Island of Rhodes, Greece.
 *This conference was canceled due to COVID-19.

11. Nuño-Gutiérrez, B. L., Glick, J. E., ⁵Miller, S., Yabiku, S., Hayford, S., ⁵Alcaraz, M., **Eggum-Wilkens, N. D.**, Bradley, R. H., ²An, D., ²Safa, M. D., Marsiglia F., & Alderson, G. (2019, April 10-13). Niños, familias y migración: The Family Migration and Early Life Outcomes Project in Jalisco. In Fernando Riosmena (Chair), *Wellbeing of Mexican-origin children on both sides of the U.S./Mexico border* [Symposium]. Annual meeting of the Population Association of America, Austin, Texas, United States.

10. **Eggum-Wilkens, N. D.**, ²An, D., Clifford, S., & Lemery-Chalfant, K. (2019, March 21-23). Shyness, unsociability, and social avoidance in adolescence and associations with peer, psychological, and school adjustment. In **Natalie D. Eggum-Wilkens** (Chair), *Novel investigations of social withdrawal variations and associations with socio-emotional adjustment during adolescence* [Symposium]. Biennial meeting of the Society for Research in Child Development, Baltimore, MD, United States.

9. ²Safa, M. D., White, R. M. B., Knight, G. P., **Eggum-Wilkens, N. D.**, Pasco, M., Gonzales, N., Tein, J- Y., & Causadias, J. (2018, July 1-5). Family contextual effects on bicultural competence development among Mexican-American youth. In Maria D. Safa (Chair), *Development of biculturalism in context* [Symposium]. The 24th congress of the International Association for Cross-Cultural Research, Guelph, Ontario, Canada.

8. Glick, J. E., Agadjanian, V., Ghimire, D., Hayford, S., Santos, C., **Wilkens, N.**, & Yabiku, S. (2017, October 29-November 3). Children's well-being in diverse migration contexts: Goals, design, and preliminary findings from the FAMELO project. In Bruno Schoumaker (Chair), *Migration and left-behind families* [Symposium]. The XXVIII IUSSP International Population Conference, Cape Town, South Africa.

7. ²Faragó, F., **Eggum-Wilkens, N. D.**, & ²Zhang, L. (2017, June 23-25). Ugandan adolescents' gender stereotypes and attitudes about women's roles. In Rose G. Grose (Chair), *Gender, power, and justice in the global south* [Symposium]. Annual meeting of the Society for the Psychological Study of Social Issues, Albuquerque, NM, United States.

6. Green, S. B., ⁴Lai, K., Levy, R., ⁵Xu, Y., ⁵Yel, N., Thompson, M. S., **Eggum-Wilkens, N. D.**, ⁵Kunze, K. L., Iida, M., & ⁵Reichenberg, R. (2014, April 3-7). *Assessing model similarity in structural equation modeling* [Symposium]. Annual meeting of the American Educational Research Association, Philadelphia, PA, United States.
5. Husman, J., ⁵Vest, A., **Eggum, N. D.**, ⁵Maez, C., & ⁵Nelson, K. G. (2012, August 28-30). Persistence when the going gets tough: Perceptions of instrumentality and academic persistence. In Richard A. Walker (Chair), *The role of instrumental motivation at the departmental level, course level, and in job-seeking contexts* [Symposium]. The International Conference on Motivation, Frankfurt am Main, Germany.
4. Eisenberg, N., ⁵Castellani, V., ⁵Panerai, L., **Eggum, N. D.**, Cohen, A. B., Pastorelli, C., & Caprara, G. V. (2011, March 31-April 2). Trajectories of religious coping from adolescence into early adulthood: Externalizing problems and prosocial behavior. In Pamela E. King (Chair), *Spirituality and positive youth development among culturally diverse adolescents* [Symposium]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
3. Liew, J., Spinrad, T. L., Eisenberg, N., ⁵Silva, K. M., Taylor, A. B., ⁵Edwards, A., **Eggum, N. D.**, & Kupfer, A. (2011, March 31-April 2). Preschoolers' effortful control and their achievement in second grade: Mediation through school adjustment in first grade. In Jeff Liew and Jan N. Hughes (Chairs), *Social and emotional factors in children's academic outcomes* [Symposium]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
2. Spinrad, T. L., Eisenberg, N., **Eggum, N. D.**, Silva, K. M., Reiser, M., Hofer, C., Smith, C. L., Gaertner, B., Kupfer, A. S., & Popp, T. (2010, March). Relations among maternal socialization, effortful control, and maladjustment in early childhood. In Rebecca J. Brooker and Kristin A. Buss (Chairs), *Depicting control: Different approaches to studying effortful control in socioemotional development* [Symposium]. The XVII International Conference on Infant Studies, Baltimore, MD, United States.
1. **Eggum, N. D.**, Sallquist, J., & Eisenberg, N. (2009, April 2-4). Ugandan children's negative life events, coping, and adjustment. In **Natalie D. Eggum** (Chair), *Children at risk in East Africa: An analysis of their life events* [Symposium]. Biennial meeting of the Society for Research in Child Development, Denver, CO, United States.

Refereed Professional Conference Poster Presentations

45. ²Clifford, B. N., **Eggum, N. D.**, Rainey, V., Bradley, R. Lucca, K., & Coyne, S. M. (2024, June 16-20). *Longitudinal relations between mothers' and fathers' postpartum depressive symptoms, mothers' and fathers' supportiveness, and children's oral language and emerging literacy skills* [Poster presentation]. The 27th biennial meeting of the International Society for the Study of Behavioural Development, Lisbon, Portugal.
44. Alcaraz, M., Hayford, S., & **Eggum, N. D.** (2023, April 12-15). *Adolescent romantic relationship types in contexts of rapid social change* [Poster presentation]. Annual meeting of the Population Association of America, New Orleans, LA, United States.
43. Rainey, V. R., ²Clifford, B. N., Stockdale, L., & **Eggum, N. D.** (2023, March 23-25). *Acceptance as a mediator of the relations between socioeconomic status and children's home language environment* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Salt Lake City, UT, United States.
42. Taylor, M., Pratt, M. E., & **Eggum-Wilkens, N. D.** (2020, June 22-24). *Examining features of quality in a public library enhanced storytime program* [Poster presentation]. The Administration for Children and Families' National Research Conference on Early Childhood, Arlington, VA, United States.
*This conference was canceled due to COVID-19.
41. Taylor, M., Pratt, M. E., **Eggum-Wilkens, N. D.**, & ⁵Gal-Szabo, D. E. (2020, June 22-24). *Supporting school readiness: Promoting family engagement in public libraries* [Poster presentation]. The Administration for Children and Families' National Research Conference on Early Childhood, Arlington, VA, United States.
*This conference was canceled due to COVID-19.
40. ²Clifford, B. N., **Eggum-Wilkens, N. D.**, ²An, D., ²Xu, J., Bradley, R. H., ²Safa, M. D., Glick, J. E., Yabiku, S. T., Hayford, S. R., & Nuño-Gutiérrez, B. L. (2020, June 21-25). *Familial migration, and children's social competence and adjustment problems in Mexico* [Poster presentation]. The 26th biennial meeting of the International Society for the Study of Behavioural Development, Island of Rhodes, Greece.
*This conference was canceled due to COVID-19.
39. ²Xu, J., & **Eggum-Wilkens, N. D.** (2020, June 21-25). *Maternal and paternal punishment and Chinese children's friendship quality* [Poster presentation]. The 26th biennial meeting of the International Society for the Study of Behavioural Development, Island of Rhodes, Greece.
*This conference was canceled due to COVID-19.

38. ²Xu, J., **Eggum-Wilkens, N. D.**, ²An, D., Bradley, R. H., ²Safa, M. D., Glick, J. E., Yabiku, S. T., Hayford, S. R., Ghimire, D. J., Nuño-Gutiérrez, B. L., Muanamoha, R., & ²Clifford, B. N. (2020, June 21-25). *Adults' positive socialization behaviors for adolescents in Nepal, Mexico, and Mozambique* [Poster presentation]. The 26th biennial meeting of the International Society for the Study of Behavioural Development, Island of Rhodes, Greece.
*This conference was canceled due to COVID-19.
37. ²Clifford, B. N., **Eggum-Wilkens, N. D.**, ²An, D., Clifford, S., & Lemery-Chalfant, K. (2020, March 19-21). *Shyness, unsociability, and social avoidance in adolescence and associations with externalizing behavior* [Poster presentation]. Biennial meeting of the Society for Research on Adolescence, San Diego, CA, United States.
*This conference was canceled due to COVID-19.
36. ⁵Kim, E., **Eggum-Wilkens, N. D.**, Shiota, M. N., Bradley, R. H., & Thompson, M. S. (2019, June 10-11). *Conceptual and methodological issues in children's delay of gratification* [Poster presentation]. Conference of the Society for Qualitative Inquiry in Psychology, Boston, MA, United States.
35. ²An, D., Clifford, S., **Eggum-Wilkens, N. D.**, & Lemery-Chalfant, K. (2019, March 21-23). *Early adolescents' dispositional and situational shyness: Relations with adjustment* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Baltimore, MD, United States.
34. ²Clifford, B., **Eggum-Wilkens, N. D.**, ²An, D., Bradley, R. H., ²Safa, M. D., Glick, J. E., Ghimire, D. J., Nuño-Gutiérrez, B. L., & Muanamoha, R. (2019, March 21-23). *Adults' perceptions of children's adjustment problems in Nepal, Mexico, and Mozambique* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Baltimore, MD, United States.
33. ²Safa, M. D., **Eggum-Wilkens, N. D.**, ²An, D., Bradley, R. H., Glick, J. E., Nuño-Gutiérrez, B. L., & Ghimire, D. J. (2019, March 21-23). *Familial migration and children's social competence in Mexico and Nepal - A pilot study* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Baltimore, MD, United States.
32. ²Xu, J., **Eggum-Wilkens, N. D.**, ²An, D., Bradley, R. H., ²Safa, M. D., Glick, J. E., Ghimire, D. J., Nuño-Gutiérrez, B. L., & Muanamoha, R. (2019, March 21-23). *Adults' perceptions of socialization of children in Nepal, Mexico, and Mozambique* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Baltimore, MD, United States.
31. ¹Costa, M., & **Eggum-Wilkens, N. D.** (2018, October 4-6). *Parental absence, household dynamics, and child wellbeing: Evidence from the Young Lives study* [Poster presentation]. DEVSEC special topic meeting of the Society for Research in Child Development: Conference on the Use of Secondary and Open Source Data in Developmental Science, Tempe, AZ, United States.

30. ²Xu, J., ⁵Kim, E., **Eggum-Wilkens, N. D.**, ²Zhang, L., & ²An, D. (2018, May 24-27). *Eastern Ugandan adolescents' activities with friends and associations with gender* [Poster presentation]. The 30th convention of the Association for Psychological Science, San Francisco, CA, United States.
29. ²An, D., & **Eggum-Wilkens, N. D.** (2018, April 12-14). *Do cultural orientations moderate the relations between adolescents' social withdrawal and psychological adjustment?* [Poster presentation]. Biennial meeting of the Society for Research on Adolescence, Minneapolis, MN, United States.
28. **Eggum-Wilkens, N. D.**, ²Zhang, L., & ²An, D. (2018, April 12-14). *Shyness, unsociability, and social avoidance in early adolescence and associations with peer relationships* [Poster presentation]. Biennial meeting of the Society for Research on Adolescence, Minneapolis, MN, United States.
27. ²Xu, J., **Eggum-Wilkens, N. D.**, ²Zhang, L., & ²An, D. (2018, April 12-14). *Shyness, unsociability, and social avoidance in early adolescence and associations with friendship* [Poster presentation]. Biennial meeting of the Society for Research on Adolescence, Minneapolis, MN, United States.
26. ²An, D., **Eggum-Wilkens, N. D.**, & García-Pérez, H. (2017, April 6-8). *Mexican mothers' conceptualizations of children's social competence and incompetence* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Austin, TX, United States.
25. ²Zhang, L., & **Eggum-Wilkens, N. D.** (2017, April 6-8). *Chinese adolescents' beliefs and attitudes toward nominated socially withdrawn peers* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Austin, TX, United States.
24. ²Zhang, L., & **Eggum-Wilkens, N. D.** (2016, September 22-24). *Perceived friendship quality in non-reciprocal and reciprocal very best friend dyads among Chinese adolescents* [Poster presentation]. The 3rd biennial Developmental Methodology conference, Whitefish, MT, United States.
23. ⁵Goble, P., Hanish, L. D., Martin, C. L., **Eggum-Wilkens, N. D.**, Foster, S. A., & Fabes, R. A. (2015, March 19-21). *Child-centered and direct instruction approaches to preschool education: Relations with Head Start children's school readiness* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania, United States.
22. ⁵Goble, P., Martin, C. L., Hanish, L. D., Foster, S. A., **Eggum-Wilkens, N. D.**, & Fabes, R. A. (2015, March 19-21). *Free play or guided play? An observational study of preschool play experiences* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania, United States.

21. ⁵Yi, L., **Eggum-Wilkens, N. D.**, Spinrad, T. L., Lemery-Chalfant, K., & Eisenberg, N. (2015, March 19-21). *Baseline respiratory sinus arrhythmia moderated the prediction of maternal parenting to early childhood internalizing trajectory* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania, United States.
20. ²Zhang, L., & **Eggum-Wilkens, N. D.** (2015, March 19-21). *Distinguishing subtypes of social withdrawal in Chinese children: Children's, peers', and teachers' perspectives* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania, United States.
19. ²Faragó, F., **Eggum-Wilkens, N. D.**, & ³Eckert, K. (2014, October 23-24). *Ugandan adolescents' knowledge of gender stereotypes and attitudes about women's behaviors and roles* [Poster presentation]. The 6th Gender Development Research Conference, San Francisco, CA, United States.
18. ⁵Cortes, K. I., **Eggum, N. D.**, & Kochenderfer-Ladd, B. (2013, April 18-20). *Children's perceptions of teachers' responses to bullying: Relational schemas as predictors of seeking teachers' assistance* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Seattle, WA, United States.
17. **Eggum, N. D.** (2013, April 18-20). *The Karamojong tribe of Uganda: A mixed-methods analysis of children's negative life events and adjustment* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Seattle, WA, United States.
16. ⁵Goble, P., Foster, S. A., ⁵Bryce, C. I., Hanish, L. D., **Eggum, N. D.**, Martin, C. L., & Fabes, R. A. (2013, April 18-20). *The transition to school: Children's social interaction skills and academic achievement* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Seattle, WA, United States.
15. ⁵Silva, K. M., Spinrad, T., Eisenberg, N., ⁵Edwards, A., & **Eggum, N. D.** (2013, April 18-20). *Examining the transactional relations among children's regulation, emotion understanding, and relationship quality with non-parental caregivers* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Seattle, WA, United States.
14. ²Zhang, L., **Eggum, N. D.**, Eisenberg, N., & Spinrad, T. L. (2013, April 18-20). *Children's shyness, popularity, and academic achievement in the early school years* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Seattle, WA, United States.
13. ⁵Seyed-Nozadi, S., Spinrad, T. L., Eisenberg, N., **Eggum, N. D.**, ⁵Huerta, S., ⁵Edwards, A., ⁵Sulik, M. J., & Sallquist, J. (2012, June 7-9). *Contributions of toddlers' anger and fear reactivity to later cognitive planning abilities* [Poster presentation]. The XVIII International Conference on Infant Studies, Minneapolis, MN, United States.

12. ⁵Cortes, K. I., Kochenderfer-Ladd, B., **Eggum, N. D.**, & Ladd, G. W. (2012, April 13-17). *The relationship between effortful control and peer victimization in early and middle childhood* [Poster presentation]. Annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
11. ⁵Edwards, A., Eisenberg, N., Spinrad, T. L., Sallquist, J., **Eggum, N. D.**, & Gaertner, B. M. (2011, March 31-April 2). *The factor structure of effortful and reactive control: A longitudinal analysis* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
10. Gaertner, B. M., Spinrad, T. L., Eisenberg, N., Sallquist, J., Hofer, C. M., Kupfer, A., & **Eggum, N. D.** (2011, March 31-April 2). *Household chaos and the development of language across the preschool years: The mediating role of effortful control* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
9. Kochel, K. P., ⁵Sechler, C., **Eggum, N. D.**, & Ladd, G. W. (2011, March 31-April 2). *Longitudinal linkages between depressive symptoms and peer victimization trajectories in preadolescence through early adolescence* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
8. ⁵Seyed-Nozadi, S., Spinrad, T. L., Eisenberg, N., ⁵Silva, K. M., **Eggum, N. D.**, Kupfer, A., & ⁵Edwards, A. (2011, March 31-April 2). *Children's emotion perception skills: The roles of parenting behaviors and child negative emotionality* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
7. ⁵Silva, K. M., Spinrad, T. L., Eisenberg, N., ⁵Edwards, A., **Eggum, N. D.**, Sallquist, J., ⁵Seyed-Nozadi, S., & Kupfer, A. (2011, March 31-April 2). *Effortful control and emotion understanding: Examining transactional paths in early childhood* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
6. ⁵Silva, K. M., Spinrad, T. L., Eisenberg, N., ⁵Sulik, M. J., Valiente, C., ⁵Huerta, S., ⁵Edwards, A., **Eggum, N. D.**, Kupfer, A., Lonigan, C. J., Phillips, B. M., Wilson, S., Clancy-Menchetti, J., Landry, S., Swank, P. R., Assel, M. A., & Taylor, H. B. (2011, March 31-April 2). *Relations of effortful control, teacher-child relationship quality, and school engagement in a high-risk sample* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
5. **Eggum, N. D.**, Eisenberg, N., Reiser, M., & Spinrad, T. L. (2009, April 2-4). *Latent growth curve trajectories of shyness and emotion in school-aged children* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Denver, CO, United States.

4. Sulik, M., Eisenberg, N., Spinrad, T. L., Sallquist, J., **Eggum, N. D.**, Hofer, C., Kupfer, A., & Gaertner, B. M. (2009, April 2-4). *Vagal suppression: Moderator of the relations between socioeconomic risk and maladjustment and ego resilience in early childhood* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Denver, CO, United States.
3. **Eggum, N. D.**, Eisenberg, N., & Spinrad, T. L. (2008, March 27-30). *The relation of infant temperament and toddlers' shyness* [Poster presentation]. The XVI International Conference on Infant Studies, Vancouver, British Columbia, Canada.
2. Edwards, A., **Eggum, N. D.**, Eisenberg, N., & Spinrad, T. L. (2007, March 29-April 1). *Observed behavioral inhibition: Relations with reactive and effortful control* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Boston, MA, United States.
1. **Eggum, N. D.**, Eisenberg, N., & Spinrad, T. L. (2007, March 29-April 1). *The development of shyness: The influence of child temperament and maternal behavior* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Boston, MA, United States.

Invited Academic Panel Discussion

1. **Eggum-Wilkens, N. D.** (2019, December 6-7). *Socialization and culture*. A moderated panel discussion for Innovations and Future Directions for Socioemotional and Prosocial Development Conference, Arizona State University, Tempe, AZ, United States.

Invited Academic Presentations

7. **Eggum, N. D.**, ²An, D., ²Lee, Y. -L., ²Xu, J., ²Safa, M. D., ²Clifford, B. N., & Bradley, R. H. (2022, May 19). *The structure of children's and adolescents' social competence in Mexico, Mozambique, and Nepal*. Presentation for Annual FAMELO Team Workshop at The Pennsylvania State University, State College, PA, United States.
6. **Eggum-Wilkens, N. D.**, ²An, D., ²Safa, M. D., ²Xu, J., ²Clifford, B. N., & Bradley, R. H. (2019, May 12). *Preliminary results from FAMELO Project I: Family Migration Context and Socio-emotional Competence*. Presentation for senior research staff at the Institute for Social and Environmental Research, Fulbari, Nepal.
5. **Eggum-Wilkens, N. D.**, ²An, D., ²Safa, M. D., ²Xu, J., ²Clifford, B. N., & Bradley, R. H. (2019, May 6-7). *Progress and future plans for FAMELO Project I: Family Migration Context and Socio-emotional Competence*. Presentation for Annual FAMELO Team Workshop at Arizona State University Downtown Campus, Phoenix, AZ, United States.
4. **Eggum-Wilkens, N. D.** (2018, April 23-24). *Progress and initial insights from FAMELO Project I: Family Migration Context and Socio-emotional Competence*. Presentation for Annual FAMELO Team Workshop, Denver, CO, United States.

3. **Eggum-Wilkens, N. D.** (2017, March 9-10). *FAMELO Project I: Family Migration Context and Socio-emotional Competence*. Presentation for Annual FAMELO Team Workshop at Arizona State University Downtown Campus, Phoenix, AZ, United States.
2. **Eggum-Wilkens, N. D.** (2017, March 12-13). *REALM Augmentation of the Family Migration and Early Life Outcomes Project*. Presentation for Research and Empirical Analysis of Labor Migration (REALM) Annual Workshop at New York University in Abu Dhabi, Abu Dhabi, United Arab Emirates.
1. Valiente, C., Eisenberg, N., & **Eggum, N. D.** (2009, May). *Self-regulation and school readiness*. Presentation at the Department of Counseling and Personnel Services, University of Maryland, College Park, MD, United States.

Non-Refereed Local Speaker Series Academic Presentations

4. **Eggum-Wilkens, N. D.** (2019, November 20). *Promoting student engagement and improving instructor effectiveness*. Brief presentation for the Research and Teaching Nuggets series, SSFD, Arizona State University, Tempe, AZ, United States.
3. **Eggum-Wilkens, N. D.** (2019, September 12). *Using the “Opportunities to Learn” framework to improve Introduction to Social Statistics*. Presentation for instructors of Introduction to Social Statistics (SOC 390), SSFD, Arizona State University, Tempe, AZ. *Attendees were given access to SOC 390 course materials for their use.
2. **Eggum, N. D.** (2012, March 7). *Change it up with latent growth curve modeling*. Presentation for the Measurement and Statistical Analysis lecture series, SSFD, Arizona State University, Tempe, AZ, United States.
1. **Eggum, N. D.** (2009, December). *Resiliency in Uganda*. Presentation for the Developmental Area of the Department of Psychology, Arizona State University, Tempe, AZ, United States.

Public Engagement and Impact

Media Appearance

1. **Eggum, N. D.** (2024, February 2). *About our kids* [national radio interview]. Simulcast on SiriusXM-Doctor Radio (Channel 110) & Mental Health Radio (Channel 779).

Featured guest discussing children’s shyness and social withdrawal on a live, 30-minute radio interview with expert and audience questions for a nationally broadcast radio/streaming show (<https://www.siriusxm.com/channels/mental-health-radio>) designed to give listeners easy access to essential information and advice about child, teen, and family mental health hosted by Dr. Lori Evans, Dr. Yamalis Diaz, and Dr. Pantea Farahmand of New York University

Media Appearances - Minor (e.g., quotes)

2. Quoted in Espiritu, A. (2022, April). Working “alone”: How togetherness helps us focus. *Work in Progress* (an online magazine about work culture from Dropbox).

<https://blog.dropbox.com/topics/work-culture/working-alone---how-togetherness-motivates-focus>

1. Quoted in Watson, L. (2012, November). Take the whining out of dining. *Raising Arizona Kids*, 23(9), 29. <http://www.raisingarizonakids.com/2012/11/take-the-whining-out-of-dining/>

*Average magazine readership of 140,000 per issue

Invited Articles for the Public

2. **Eggum-Wilkens, N. D.** (2013, Summer). Feature article: “I wish I could just go talk to them”: Shyness and its correlates. *Mental Notes Magazine*, 7(2), 5-7.

*Estimated average magazine readership of 25,000 per issue

1. **Eggum, N.** (2010, July/August). Feature article: Early childhood wins. *Children’s Ministry Magazine*, 20(3), 92-99. <http://childrensministry.com/articles/early-childhood-wins?p=1>

*Average magazine readership of 50,000 per issue

Initiatives

Summer 2018-Summer 2019

The Children’s Equity Project (CEP) – A first-of-its-kind multi-university initiative focused on designing and carrying out a cohesive, comprehensive national equity agenda across early childhood research, policy, and practice. The CEP focuses on conducting original research, working with the broader scholar community to translate equity-focused research, developing new practice-based tools and interventions where there are gaps, and working with states and communities to implement policies that result in more equitable early childhood systems.

- Met with CEP partners from Georgetown, Yale, Bank Street College, Vanderbilt, and NORC at the University of Chicago at ASU DC to strategize the initiative’s projects, training, resources, branding, and organizational structure
- Co-developed the Amerispeak national survey study to assess families’ experiences with inequities in the early childhood systems and to inform the initiative’s agenda – contributed to survey-item development
- Co-developed the *Family Voices* multi-site focus group study to assess families’ experiences with inequities in the early childhood systems and to inform our initiative’s agenda – contributed to the protocols and measures for 5 affinity groups; lead the IRB applications; developed data collection and management training materials and trained site partners in data collection procedures; contributed to the recruitment strategy

Summary of Research Funding Proposals and Awards

	Total
External Proposals	
Number of grant proposal submissions	22
Total amount requested for grant proposals	\$41,051,962
Investigator recognized amount for grant proposals	\$10,588,788
External Awards	
Number of grants awarded	4
Total amount (requested) for grants awarded	\$9,735,997
Investigator recognized amount for grants awarded	\$3,921,339
Internal Awards	
Number of internal funding awards	4
Total awarded amount for internal awards	\$49,278

External Research Funding

External Research Funding Legend

Details provided for each award or proposal are as follows:

Calendar years of funding if applicable (Year of original submission or of resubmission)

Grant title

Funding agency (Mechanism *if applicable*), Grant number *if applicable*

Investigator name (Project role; University if not at Arizona State University)

Total award or proposal amount (% Investigator Recognized Amount [IRA])

*Note that many of my grants are complex with subcontracts to multiple institutions. Thus, project personnel at a subcontracted institution may be Co-I on the research project but be designated as PI at their institution. I have listed PI and Co-I according to the research project designation. Similarly, personnel may have different IRAs on the overall project and at their institution. IRAs listed here are Eggum's at Arizona State University.

Present External Funding

2021-2026 (2020 resubmission)

Family Context, Socialization, and Children's Socio-emotional Development

Eunice Kennedy Shriver National Institute of Child Health and Human Development (R01)

R01HD101527-01A1

Natalie D. Eggum (PI), Dirgha J. Ghimire (Co-I at University of Michigan), Jennifer E. Glick (Co-I at The Pennsylvania State University), and Scott Yabiku (Co-I at The Pennsylvania State University)

\$3,332,302 (100% IRA) total proposed

\$2,689,411 (100% IRA) total awarded

External Proposals under Review

2024 resubmission

Family Dynamics and Child Health and Development

Eunice Kennedy Shriver National Institute of Child Health and Human Development (R01)

Emily Treleaven (PI at University of Michigan), Dirgha Ghimire (Co-I at University of Michigan), Narayan Sastry (Co-I at University of Michigan), Paula Fomby (Co-I at University of Pennsylvania), Sarah Brauner-Otto (Co-I at McGill University), and **Natalie D. Eggum** (Co-I)
\$3,910,030 total proposed – ASU subaward proposed \$130,668 (100% IRA)

Completed External Funding

2015-2022 (2014 resubmission)

Family Migration and Early Life Outcomes (FAMELO)

Eunice Kennedy Shriver National Institute of Child Health and Human Development (P01), P01HD080659

1) *Program Director*

Jennifer E. Glick (The Pennsylvania State University)

2) *Data Collection and Management Core*

Scott Yabiku (PI at The Pennsylvania State University), Flavio Marsiglia (Co-I), Victor Agadjanian (Co-I – University of California, Los Angeles), and Dirgha J. Ghimire (Co-I – University of Michigan)

3) Project 1 (of 3 research projects): *Family Migration Context and Socio-emotional Competence*
Natalie D. Wilkens (Co-I Year 1, PI Years 2-5* and no-cost extension years), Robert H. Bradley (PI Year 1, Co-I Years 2-5), and Cecilia Menjivar (Co-I at University of California, Los Angeles)

*ASU's OKED record does not indicate my PI status, likely due to the complex manner in which funding is spread across subcontracts at many universities, but I am PI for Project 1 for Years 2-5

4) Project 2: *Family Migration Context, Aspirations, and Children's Schooling*

Jennifer E. Glick (PI at The Pennsylvania State University) and Carlos Santos (Co-I at University of California, Los Angeles)

5) Project 3: *Family Migration Context and Adolescent Family Formation*

Sarah Hayford (PI at The Ohio State University) and Carlos Santos (Co-I at the University of California, Los Angeles)

\$6,067,687 (9% IRA) total proposed

\$4,800,000 (10% IRA Year 1; 30% IRA Years 2-5) total awarded

Project website: <https://fameo.netlify.com/>

ASU News story about project: <https://asunews.asu.edu/20150916-family-migration-research>

The State Press story about project: <http://www.statepress.com/article/2015/10/asu-migration-study-impacts-children>

ASU Now stories about high-quality research in SSFD and the FAMELO project's contributions:

<https://asunow.asu.edu/20180130-asu-sanford-school-program-ranked-no-9-world>

<https://asunow.asu.edu/20180129-short-interview-natalie-wilkens-phd-asus-sanford-school>

2016-2020 (2015 resubmission)

Enhancing Child Development through a University-Library Partnership: Evaluation of Books Can... ©

Brady Education Foundation (Existing Program Evaluation)

Michelle Taylor (PI Years 1 and 2; Co-I at California State University, Long Beach Year 3), Megan Pratt (Co-PI Years 1 and 2; Co-I at Oregon State University Year 3), **Natalie D. Wilkens** (Co-PI Years 1 and 2; PI Year 3 and Year of no-cost extension), and Richard Fabes (Co-PI Years 1 and 2)

\$289,283 (10% IRA Years 1 and 2; 100% IRA Year 3 and Year of no-cost extension) proposed and awarded

Internal Research Funding

Completed Internal Funding

2018-2020

Social Withdrawal, Anxiety, and Depression (Twin SAD): Genetic and Environmental Risk
ASU, SSFD (Faculty Facilitation Award Seed Grant)

Natalie D. Wilkens (PI), Kathryn Lemery-Chalfant (Co)

\$6,510 awarded

2016-2017

The Emergence of Children's Attitudes and Prosocial Behavior

ASU, SSFD (Diversity Science Initiative Seed Grant)

Tracy Spinrad (PI), Gustavo Carlo (Co at University of Missouri), Nancy Eisenberg (Co), Deborah Laible (Co at Lehigh University), **Natalie D. Wilkens** (Co)

\$7,315 awarded

2013-2014

Measuring Social Competence in Diverse Migration Contexts

ASU, The College of Liberal Arts and Sciences and SSFD (Seed Funding Mechanism)

Jennifer Glick (PI), Robert Bradley (Co), **Natalie D. Eggum** (Co), Sarah Hayford (Co), Francisco Lara-Valencia (Co), Scott Yabiku (Co)

\$31,953 awarded

2010-2011

Adjustment and Children of the Karamojong Tribe (ACKT), and Gender, Relationships, and Social Participation (GRASP)

ASU, The Gulliot Endowment

Natalie D. Eggum (Primary Investigator)

\$3,500 awarded

Grant Proposal and Funded Research Consulting

Consulting for Grant Proposals in Progress

2024 submission

Border Dynamics, Family Migration, and Early Life Course Outcomes

Eunice Kennedy Shriver National Institute of Child Health and Human Development (R01)

Jennifer E. Glick (PI at The Pennsylvania State University), Scott Yabiku (Co-I at The Pennsylvania State University), Eunice D. Vargas Valle (Co-I at El Colegio de la Frontera Norte [Tijuana, Mexico]), Melissa Alcaraz (Co-I at Brigham Young University), and **Natalie D. Eggum** (Consultant)

Completed Consulting for Funded Research

2016-2019 (2016 submitted original proposal)

Family Migration and Early Life Outcomes FAMELO Project: Migrant Interview Augmentation

New York University in Abu Dhabi Corporation - Research and Empirical Analysis of Labor Migrations (REALM) Program (Augmentation or Extension of Existing Project)

Dirgha J. Ghimire (PI at the University of Michigan), Scott Yabiku (Consultant at The Pennsylvania State University), **Natalie D. Wilkens** (Consultant), Sarah Hayford (Consultant at The Ohio State University), and Jennifer E. Glick (Consultant at The Pennsylvania State University)

\$77,796 awarded

2010 was only year of my involvement

Social and Emotional Processes Involved in Academic Competence

National Science Foundation (CAREER Award), BCS-0546096

Carlos Valiente (PI) and **Natalie D. Eggum** (Statistical Consultant)

\$410,405 awarded

Research Honors, Scholarships, and Awards

Received

2021

Invited Session Leader

Chat with the Leaders Event - "Lunch with the Leaders" provides a forum for students to interact with senior scholars who have central roles in the field of child development and the Society for Research in Child Development

2010

Selected Participant and Travel Stipend Recipient (airfare and lodging for workshop)

The Child Development and Behavior Branch of the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) 2-day workshop, *Executive Function in Preschool Children: Current Knowledge and Research Opportunities*, Bethesda, MD

TEACHING AND MENTORING

Teaching and Mentoring Mission

The mission of my teaching and mentoring activities is to prepare undergraduate students, graduate students, and emerging scholars from diverse backgrounds and perspectives for success in social science careers; as well as to facilitate students' and scholars' understanding of quantitative methods to perform research and enable wise consumption of information in the "real world."

Teaching Notes

- A summary of students' evaluations of my instruction is available from SSFD
- Peers' qualitative and quantitative assessments of my instruction, video of my teaching, as well as sample teaching materials are available by request

Teaching Legend

- † indicates a new course that did not exist in my academic unit until I created it
- * indicates that I developed new course materials (syllabus, lectures, in-class activities, assessments, rubrics) for an existing course, and I shared these materials with other instructors teaching the course

Teaching Experience

Graduate Courses Instructed

† *Latent Growth and Mixture Models with Longitudinal Data (CDE 598/FAS 521)*, SSFD, ASU

Description: This is a 3-credit hour, graduate-level, advanced elective course. In an in-person, small-class-size (i.e., < 20) format, I emphasize practical applications of latent growth models from a structural equation modeling perspective, as well as growth mixture models. In addition to discussing concepts related to longitudinal methods and design, students learn how to model longitudinal data with *Mplus* software (e.g., single-variable latent growth models with time-invariant or time-varying covariates and distal outcomes, parallel process latent growth models, multiple-variable latent growth models, latent class growth and growth mixture models with covariates and distal outcomes), interpret output, and report results of analyses. Students are evaluated based on concept question sets, application assignments, a final project written assignment, and a final project presentation.

5. Spring 2024: 4 students (plus 1 auditing student)

4. Fall 2022: 4 students (plus 1 non-registered international student)

3. Fall 2020: 13 students (plus 3 auditing students) – *the course was taught simultaneously as in-person and synchronous-online formats due to COVID-19*

2. Fall 2017: 9 students (plus 1 auditing faculty member, 5 auditing students, 1 nonregistered international visiting faculty member, and 1 non-registered international visiting student)

1. Spring 2014: 8 students (plus 5 auditing students and 1 nonregistered visiting student)

† *Structural Equation Modeling with Longitudinal Data (CDE 591/FAS 520)*, SSFD, ASU

Description: This is a 3-credit hour, graduate-level, advanced elective course. In an in-person, small-class-size format (i.e., < 20), I emphasize practical applications of longitudinal data analyses from a structural equation modeling perspective. In addition to discussing concepts related to longitudinal methods and design, students learn how to clean and prepare data for analysis, model longitudinal data with *Mplus* software (e.g., traditional, fixed-effect, random-effect, and random-intercept cross-lagged panel models; measurement invariance testing; multiple-group modeling; longitudinal mediation; latent state-trait models), interpret output, and report analyses results. Students are evaluated based on concept question sets, application assignments, a final project written assignment, and a final project presentation.

5. Fall 2023: 3 students
4. Fall 2021: 3 students
3. Fall 2019: 13 students (plus 1 auditing postdoctoral fellow, and 2 auditing students)
2. Fall 2015: 6 students (plus 1 auditing faculty member, 1 auditing postdoctoral fellow, and 1 nonregistered international visiting student)
1. Fall 2013: 5 students (plus 3 auditing students)

† *Longitudinal Methods (CDE 598)*, SSFD, ASU

Description: This is a 3-credit hour, graduate-level, advanced elective course. In an in-person, small-class-size format (i.e., < 20), I emphasize practical applications of longitudinal data analyses from a structural equation modeling perspective. In addition to discussing concepts related to longitudinal methods and design, students learn how to prepare data for analysis, model longitudinal data with *Mplus* software (e.g., panel models with observed and latent variables, measurement invariance testing, latent growth models with time-invariant covariates), interpret output, and report analyses results. Students are evaluated based on homework assignments and a final project written assignment.

1. Fall 2011: 11 students (plus 2 nonregistered students)
 - After Fall 2011, I split the content into two courses and expanded the content (listed above)

Undergraduate Courses Instructed

* *Social Statistics I (SOC 390)*, SSFD, ASU

Description: This is a 3-credit hour, undergraduate-level, introduction-to-statistics course that is required for many majors. In an in-person, small-class-size format (i.e., ≤ 40), I teach basic data analysis concepts and procedures used by researchers in the social sciences. We review ways of describing data (“descriptive statistics”) and focus on methods of testing hypotheses (“inferential statistics”; e.g., z-test, t-test, correlation, analysis of variance). Students learn how to perform statistical calculations by hand and how to execute and interpret results with statistical software (SPSS). Students are evaluated based on concept question sets, application assignments, in-class participation, and exams.

12. Spring 2023: 35 (plus 1 nonregistered graduate student) students

- Supervised 3 honors enrichment contract projects

11. Spring 2022: 9 students

10. Spring 2021: 24 students – *the course was taught simultaneously as in-person and synchronous-online formats due to COVID-19*

9. Fall 2020: 19 students – *the course was taught simultaneously as in-person and synchronous-online formats due to COVID-19*

8. Fall 2018: 22 students

7. Spring 2015: 29 students

6. Spring 2015: 31 students

5. Fall 2013: 39 students

4. Spring 2013: 32 students

- Supervised 1 honors enrichment contract project

3. Fall 2012: 40 students

- Supervised 1 honors enrichment contract project

2. Spring 2012: 38 students

- Supervised 2 honors enrichment contract projects

1. Spring 2011: 39 students

* *Developmental Psychology (PGS 341)*, Department of Psychology, ASU

Description: This is a 3-credit hour, undergraduate-level, upper-division, elective course. In an in-person, small-class-size format (i.e., < 30), I introduce students to human development as described by psychological principles, theory, and research. I emphasize children’s social, emotional, and cognitive development. Students are evaluated based on exams and three writing assignments.

1. Fall 2008: 23 students

- Supervised 2 honors enrichment contract projects

Guest Lectures and Panel Participation for Undergraduate- and Graduate-Level Courses

October 21, 2020

Guest Speaker: Challenges Experienced by Children in Low-income Countries

Discovery Seminar: Exploring the Global Learning Crisis (LIA 194), The College of Liberal Arts and Sciences, ASU

September 30, 2020

Work-Life Balance Panel Participant

Professional Development (FAS 503), SSFD, ASU

March 12, 2018

Work-Family Balance Panel Participant

Professional Development (PSY 591), Department of Psychology, ASU

December 2, 2015

Work-Life Balance Panel Participant

Professional Development (FAS 503), SSFD, ASU

March 12, 2015

Work-Life Balance Panel Participant

Professional Development (PSY 591), Department of Psychology, ASU

April 21, 2008

Guest Lecture: Friendships and Peer Groups

Developmental Psychology (PGS 341), Department of Psychology, ASU

April 18, 2007

Guest Lecture: Peer Relationships

Developmental Psychology (PGS 341), Department of Psychology, ASU

Teaching Assistantships

Summer 2006

Abnormal Child Psychology (PGS 443)

Department of Psychology, ASU

Summer 2005

Social Psychology (PGS 350)

Department of Psychology, ASU

Mentoring Notes and Legend

- My role on committees for student milestone projects is to provide substantive expertise as well as guidance in design and data analysis, which often requires substantial time helping students plan, conduct, and interpret data analyses
- Dates of defenses (or “in progress” if they are actively working on milestone but not yet defended), students’ names, and students’ academic units are provided for mentorship on students’ committees
- Employment after graduation is listed for doctoral students who I chaired or co-chaired
- Dates of supervision/mentorship and students’ names are provided for other forms of mentorship
- Graduate students and postdoctoral fellows whom I mentor in research engage in
 - weekly, 45-to 60-minute, one-on-one meetings with me about development of professional goals; RA task assignments; progress on RA tasks and professional goals; time-management and emotional support; and development of scholarly products
 - weekly, full (including undergraduate and high school students [if applicable]) lab, email updates from me about our research projects’ priorities, progress, and products; student milestone accomplishments; and inspiration and tips
- I do not include supervision of teaching assistants

Mentoring Experience

Chaired, Co-Chaired, or Directed Committees for Student Milestones

Doctoral Dissertation Chair or Co-Chair, ASU

7. June 27, 2023, Yen-Lin “Joyce” Lee (Family and Human Development)
6. March 14, 2023, Brandon Clifford (Family and Human Development)
5. April 14, 2021, Jingyi Xu (Family and Human Development)
4. July 11, 2019, Danming An (Family and Human Development)
3. July 2, 2018, Ray E. Reichenberg (Family and Human Development)
*I was officially Ray’s “co-chair” for administrative purposes, but I functioned like a regular committee member
2. April 6, 2018, Rebecca Berger (Family and Human Development)
1. October 31, 2016, Linlin Zhang (Family and Human Development)
*I was officially Linlin’s “co-chair” because I had not yet chaired a thesis, but I functioned as her sole dissertation advisor

Comprehensive Examination Chair or Co-Chair, ASU

5. March 2, 2022, Yen-Lin “Joyce” Lee (Family and Human Development)
4. August 6, 2021, Brandon Clifford (Family and Human Development)
3. January 8, 2020, Jingyi Xu (Family and Human Development)
2. November 27, 2017, Danming An (Family and Human Development)
1. March 16, 2015, Linlin Zhang (Family and Human Development)

Undergraduate Student Honors Thesis Director, ASU

2. March 28, 2023, Ananyaa Mahajan (Psychology)
1. April 2, 2018, Helen Mitiku (Biochemistry)

Committee Memberships (Non-Chaired) for Student Milestones

Doctoral Dissertation External Examiner

1. January 11, 2021, Will Hipson (Psychology, Carleton University, Canada)

Doctoral Dissertation Committee Member, ASU

10. January 26, 2024, Juyoung Kim (Family and Human Development)
9. June 5, 2019, Beatriz de Diego-Lázaro (Department of Speech and Hearing Sciences)
8. April 8, 2019, Maria Dalal Safa Pernet (Family and Human Development)
7. April 5, 2019, Danielle Seay (Family and Human Development)
6. July 13, 2017, Katherine Cheng (Family and Human Development)
5. June 24, 2014, Priscilla M. Goble (Family and Human Development)
4. March 31, 2014, Alicia Moss DiDonato (Family and Human Development)
3. April 9, 2012, Kimberly S. Burrola (Family and Human Development)
2. March 8, 2012, Bridget Granville Seeley (Educational Psychology)
1. June 1, 2011, Nicholas Bishop (Sociology)

Comprehensive Examination Committee Member, ASU

14. in progress, Janna Pickett (Psychology)
13. May 15, 2022, Juyoung Kim (Family and Human Development)
12. January 7, 2021, Longfeng Li (Family and Human Development)
11. December 12, 2019, Xiaoye Xu (Family and Human Development)
10. February 22, 2019, Eunjung Kim (Family and Human Development)
9. October 23, 2018, Sonya Xinyue Xiao (Family and Human Development)
8. April 19, 2018, Danielle Seay (Family and Human Development)
7. July 24, 2017, Ray E. Reichenberg (Family and Human Development)
6. June 14, 2017, Maria Dalal Safa Pernet (Family and Human Development)
5. April 12, 2017, Rebecca Berger (Family and Human Development)
4. July 1, 2015, Khaerannisa Cortes (Family and Human Development)
3. August 25, 2014, Naomi C. Z. Andrews (Family and Human Development)
2. September 16, 2013, Sue A. Rodríguez (Family and Human Development)
1. July 19, 2012, Priscilla M. Goble (Family and Human Development)

Empirical Portfolio/Master's Thesis Committee Member, ASU

5. September 19, 2023, Janna Pickett (Psychology)
4. August 14, 2014, Yi Li (Psychology)
3. April 2, 2013, Khaerannisa Cortes (Family and Human Development)
2. October 4, 2011, Sara Seyed-Nozadi (Family and Human Development)
1. June 22, 2011, Idean Ettekal (Family and Human Development)

Undergraduate Student Honors Thesis Second Reader, ASU

2. April 18, 2018, Lindsey Gorry (Sociology)
1. April 3, 2013, Lauren Aboud (English)

Undergraduate Student Honors Thesis Third Reader, ASU

3. March 27, 2013, Katherine Travis (Psychology)
2. April 6, 2011, Khaerannisa Cortes (Family and Human Development)
1. April 23, 2010, Tessa Frederick (Psychology)

Mentoring of Students' Research and Professional Development

Primary Mentor for Postdoctoral Fellow, SSFD, ASU

1. Fall 2016-Winter 2018, Dr. Megan Costa

Supervisor/Co-Supervisor for Paid Graduate Student Research Assistant, SSFD, ASU

9. Summer 2024, Haining Ren
8. Fall 2023-Spring 2024, McKay Boyack
7. Summer 2021-Summer 2023, Yen-Lin "Joyce" Lee
6. Fall 2018-Spring 2020 and Summer 2021-Spring 2022, Brandon Clifford
5. Summer 2018-Spring 2020, Jingyi Xu
4. Fall 2016-Spring 2019, Maria Dalal Safa Pernet
3. Fall 2014-Summer 2019, Danming An
2. Fall 2011-Fall 2016, Linlin Zhang
1. Spring 2011, Andrea Vest

Supervisor for Volunteer Graduate Student Research Assistant, SSFD, ASU

3. Fall 2017-Spring 2018, Jingyi Xu
2. Fall 2017-Spring 2018, Kimberly Mulder
1. Fall 2012-Spring 2016, Flóra Faragó

Mentor for Graduate Student in the Preparing Future Faculty (PFF) Program, SSFD, ASU

1. Fall 2021, Qingyu Jiang (University of Nebraska-Lincoln)
-Postdoctoral research fellowship with Dr. Cindy Liu at Harvard Medical School

Supervisor for Paid Undergraduate Supervised Research funded via the Barrett Honors College Bidstrup Foundation's Undergraduate Fellows Program, SSFD, ASU

1. Spring 2018-Summer 2018, Sunomi Regmi

Supervisor for Undergraduate Supervised Research Experience (FAS 390/499), SSFD, ASU

18. Fall 2021, Ananyaa Mahajan
17. Fall 2019, Jessica Guido
16. Fall 2019, Nathan Tesman
15. Spring 2018, Ashley Valley
14. Fall 2017, Helen Mitiku
13. Fall 2015, Lindsey Gorry

12. Spring 2015, Allison Dean
11. Spring 2015, Ashley England
10. Spring 2015, Caitlyn Giamarino
9. Spring 2015-Fall 2015, Joseph Muhlenkamp
8. Fall 2014, Abbey Pellino
7. Spring 2014-Fall 2014, Kari Eckert
6. Fall 2012-Spring 2013, Hafsa Ibrahim
5. Fall 2011-Spring 2012, Casiana Pascariu
4. Spring 2011-Fall 2011, Mrwah Ahmad
3. Spring 2011-Fall 2011, Brittany Walton
2. Spring 2011, Bianca Finocchiaro
1. Spring 2011, Camille Sitto

Supervisor for Volunteer Post-Undergraduate Research Assistant, SSFD, ASU

2. Fall 2013-Spring 2014, Hafsa Ibrahim
1. Fall 2013-Spring 2014, Aubrey Utter

Supervisor for Volunteer Undergraduate Student Research Assistant, SSFD, ASU

3. Fall 2017, Taylor Ryan
2. Spring 2016-Fall 2017, Lindsey Gorry
1. Spring 2016-Fall 2017, Joseph Muhlenkamp

Supervisor for High School Senior Research Project Intern, SSFD, ASU

1. Spring 2019, Jessica Guido (BASIS Peoria High School)

Mentoring of Graduate Students' Teaching-Related Activities

Supervisor for Graduate Student Worker, SSFD, ASU

1. Summer 2017, Ray E. Reichenberg - Co-developed course content and assessments

General Mentoring

Faculty Mentor for Undergraduate Student, President Barack Obama Scholars Program, ASU

1. Fall 2010-Spring 2011, Rosalva Santiago

Teaching and Mentoring Honors, Scholarships, and Awards

Received

The 2015-2016 Centennial Professorship Award (\$10,000) - This award from the Associated Students of Arizona State University is aimed at recognizing engaged scholarship, emerging leadership, dedication to community service, and demonstration of student-centered practices. The award is an honor to the selected faculty, as well as a great benefit for their students because it provides further resources and opportunities for their students. Nomination was open to junior faculty throughout Arizona State University. I used \$5,000 of this award to fund a half-time graduate student for 8 weeks to help me assess and improve teaching materials for Social Statistics I (SOC 390). We completely revised lectures and in-class content, as well as created new assessments of students' learning. We improved content coverage, cognitive process expectations, and instructional practices based on the *Opportunities to Learn* framework. Our work was shared with faculty members teaching the course.

The Spring 2015 College Marshal - The College of Liberal Arts and Sciences recognizes one faculty member who has recently received special recognition to serve as College Marshal, and carry the College's gonfalon during the Arizona State University Undergraduate Commencement procession.

The 2013-2014 The College of Liberal Arts and Sciences Zebulon Pearce Distinguished Teaching Award in Social Sciences (\$1,830) - This award recognizes quality teaching in the College of Liberal Arts and Sciences at Arizona State University and was established in memory of Zebulon Pearce who graduated from Territorial Normal School at Tempe (now ASU) with teacher's credentials in 1899. It is the highest recognition of excellence of teaching in the College. Nomination was open to faculty of all ranks in The College.

Nominated

The 2024 Provost Teaching Award, ASU

The 2019-2020 The College of Liberal Arts and Sciences Zebulon Pearce Distinguished Teaching Award in Social Sciences, ASU

The 2017-2018 The College of Liberal Arts and Sciences Zebulon Pearce Distinguished Teaching Award in Social Sciences, ASU

The 2017 #BadassWomenofASU Campaign, Womyn's Coalition and HERstory Month Planning Committee, ASU

The 2014-2015 Centennial Professorship Award, Associated Students of ASU

The 2013-2014 Faculty Women's Association Outstanding Faculty Mentor Award, ASU

SERVICE

Service Mission

The mission of my service activities is to facilitate diverse emerging scholars' exposure to, preparation for, and success in social science careers, as well as to improve students' and scholars' understanding and application of longitudinal quantitative methods.

Service to the Profession

Professional Association Committee Member

Outstanding Mentor Award Committee, Society of Research on Adolescence

- 2019 – Developed review criteria; and evaluated and ranked the quality of 26 award nominees

Early Career Outstanding Paper Committee, American Psychological Association, Division 7 (Developmental Psychology)

- 2016 – Evaluated and ranked the quality of 9 publications of early career nominees

Editing of Research Topics/Special Issues

1. Hanish, L. D., **Eggum, N. D.**, & Goble, P. (Eds.), (in progress). Insights in Social and Emotional Development 2024 [Research topic], *Frontiers in Developmental Psychology*.

Editorial Board Member for Academic Journals

Associate Editor for Social and Emotional Development, *Frontiers in Developmental Psychology*

- 2024 – managed editorial review of 1 manuscript and in progress
- 2023 – identified and invited 11 potential Review Editors for the Editorial Board (3 successfully recruited), and managed editorial review of 1 manuscript

Consulting Editor, *Developmental Psychology*

- 2024 – 1 manuscript review
- 2023 – 5 manuscript reviews
- 2022 – 2 manuscript reviews
- 2021 – 2 manuscript reviews
- 2020 – 3 manuscript reviews
- 2019 – 11 manuscript reviews
- 2018 – 5 manuscript reviews
- 2017 – 9 manuscript reviews
- 2016 – 6 manuscript reviews

Ad hoc Reviewer for Academic Journals

1. *American Psychologist* (3 reviews)
2. *British Educational Research Journal* (1 review)
3. *Child Development* (18 reviews)
4. *Child Development Perspectives* (5 reviews)
5. *Cognition and Emotion* (1 review)
6. *Development and Psychopathology* (2 reviews)
7. *Developmental Psychobiology* (2 reviews)
8. *Developmental Psychology* (1 review)
9. *Early Childhood Research Quarterly* (2 reviews)
10. *Early Education & Development* (2 reviews)
11. *Emotion* (3 reviews)
12. *Infancy* (3 reviews)
13. *Infant and Child Development* (1 review)
14. *Infant Behavior and Development* (1 review)
15. *International Journal of Behavioral Development* (3 reviews)
16. *International Perspectives in Psychology: Research, Practice, & Consultation* (1 review)
17. *Journal of Abnormal Child Psychology* (2 reviews)
18. *Journal of Adolescence* (2 reviews)
19. *Journal of Adolescent Research* (1 review)
20. *Journal of Applied Developmental Psychology* (3 reviews)
21. *Journal of Child and Family Studies* (6 reviews)
22. *Journal of Clinical Child and Adolescent Psychology* (2 reviews)
23. *Journal of Experimental Child Psychology* (2 reviews)
24. *Journal of Genetic Psychology* (3 reviews)
25. *Journal of Research on Adolescence* (2 reviews)
26. *Journal of Social and Personal Relationships* (1 review)
27. *Journal of Special Education and Rehabilitation* (2 reviews)
28. *Learning and Individual Differences* (1 review)
29. *Merrill-Palmer Quarterly* (2 reviews)
30. *Motivation and Emotion* (2 reviews)
31. *Psychological Assessment* (1 review)
32. *Sex Roles* (2 reviews)
33. *Social Development* (25 reviews)

Textbook Reviewer

Academic Panel Review Member for current edition of textbook

- 2023 – Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2003). *Applied multiple regression/correlation analysis for the behavioral sciences* (3rd edition). New York, NY: Routledge

Reviewer for Book Proposal and Sample Chapter(s)

- 2022 – Quintana, R. & Finkel, S. E. *Causal inference with panel data: A structural equation modeling approach*. Thousand Oaks: CA, Sage.
- 2021 – Newsom, J. T. (2023). *Longitudinal structural equation modeling: A comprehensive introduction* (2nd edition). New York, NY: Routledge
- 2012 – Finch, W. H., Jr., & French, B. F. (2015). *Latent variable modeling with R*. New York, NY: Routledge
- 2012 – Newsom, J. T. (2015). *Longitudinal structural equation modeling: A comprehensive introduction*. New York, NY: Routledge

Grant Reviewer

Czech Science Foundation

- 2020 – assessed the scientific quality of funding application and the quality of the applicant as an external expert for 1 grant proposal

Netherlands Organisation for Scientific Research-Social Sciences and Humanities Board

- 2020 – assessed the scientific quality of funding application and the quality of the applicant as an external expert for 1 grant proposal

United States-Israel Binational Science Foundation

- 2016 – evaluated the merit, importance, strengths and weaknesses, and investigator suitability for 1 grant proposal

Israel Science Foundation

- 2014 – evaluated the originality and innovation, importance, methodological adequacy, and investigator suitability for 1 grant proposal

Professional Conference Proposal Reviewer

Society for Research in Child Development's Developmental Methods Conference

- 2011 – evaluated and made acceptance recommendations for 8 conference proposals

Service to the University

University Senator, ASU

The University Senate at Arizona State University is the representative body of the academic assemblies from each ASU campus, which consists of all tenure and tenure-track faculty, academic professionals and full-time contract faculty (i.e., lecturers and senior lecturers, instructors, clinical faculty, research faculty and professors of practice). The University Senate is empowered in [ACD112-01](#) to "act for the Academic Assembly in matters relating to: academic affairs, personnel policies, faculty-student policies, finances and University services and facilities."

- 2023-present – One of two elected senators representing SSFD, attended monthly University Senate meetings, researched and voted on motions (e.g., new course proposals), recorded and communicated information to academic unit

Panelist, ASU

March 10, 2021

ASU Graduate Student Networking Event (72 attendees)

Faculty representative for STEM discipline work in academic settings at networking event co-hosted by Graduate & Professional Student Association, Career & Professional Development Services, and The Graduate College

July 20, 2020

Launching a Career in the Great Recession (\approx 100 attendees)

Inaugural Event for the Career Navigators Programming Initiative for ASU doctoral students, Graduate College, ASU

Story about panel on *ASU's The Graduate Insider*:

<https://graduate.asu.edu/blog/professional-development-and-events/grad15-4-tips-for-finding-a-job-during-a-recession-for-graduate-students>

Statistical Advising, ASU

Providing instruction and advice regarding analytic strategies, model specification, estimation trouble-shooting, and results interpretation to support the research of ASU's faculty and students from academic units across the university.

- 2012-present – >220 hours of statistical advising

Service to the College

Committee Member, The College of Liberal Arts and Sciences

Data Science Steering Committee

- Fall 2020-present – revised the BS degree behavioral sciences track for on-campus/immersion modality to reflect current course offerings, identified course offering needs to expand degree to online modality, discussed annual management of the program, and generated descriptions of the track for academic advisors; review the track annually
- Fall 2018 – developed a proposal for a BS degree in Data Science for undergraduates from natural and social sciences; and co-created behavioral sciences track proposal

Service to the Academic Unit

Coordinator, The Quantitative Methodology Group, T. Denny Sanford School of Social and Family Dynamics

- Fall 2021-present
 - Lead a group of SSFD faculty with expertise in quantitative methods to set and accomplish our agenda for quantitative methods training
 - Develop vision for Quantitative Methodology with the Director of SSFD and the Associate Director of Family and Human Development
 - Organize group retreat to plan activities for growing our visibility, improving research and teaching productivity, and boosting enrollments
 - Communicate activities to SSFD faculty and students
 - Propose ideas for initiatives
 - Manage course offerings for quantitative methods courses (e.g., verify courses required for degrees and specializations are offered)
 - Coordinate advertisement of courses within and outside of our academic unit to increase student enrollments
 - Build and maintain web presence conveying our identity, and education and research activities (<https://thesanfordschool.asu.edu/quant-methodology>)
 - Facilitate graduate student enrollment through the production and distribution of informational and recruitment materials
 - Manage budget
 - Applied for and obtained permanent course numbers for 5 quantitative methods courses previously taught under omnibus numbers
 - Directed a faculty committee modernizing the curriculum for the quantitative methods course sequence for doctoral students
 - Organized and hosted a 2-day quantitative education workshop (i.e., sample-size planning) for graduate students and faculty
 - Supervise *Specialization in Quantitative Methodology* for doctoral students in SSFD
 - Collaborate with the Director of Graduate Studies to generate student-facing communications, such as the graduate handbook and the specialization webpage (<https://thesanfordschool.asu.edu/degree/graduate/phd-family--human-development/specializations/quantitative-methodology>)
 - Approve completion of specialization requirements

Committee Member, T. Denny Sanford School of Social and Family Dynamics

General Studies Gold - Social Statistics I Committee

- Spring 2024 – revised the standardized learning objectives for Social Statistics I (SOC 390), a course meeting the Quantitative Reasoning requirement for ASU’s revised general studies curriculum

Postdoctoral Research Fellows for the Children’s Equity Project (CEP) Search Committee

- Spring 2019 – discussed the roles and responsibilities for the position(s) and desired structure of fellow-faculty working relationships; reviewed 26 applicants’ materials, drafted interview questions; interviewed 7 candidates; and made hiring decisions for 2 positions aimed at supporting and advancing the Children’s Equity Project Initiative in research and policy landscapes

Faculty Mentoring Committee

- Spring 2018 – developed and implemented a formal mechanism for mentoring of tenure-track and non-tenure track faculty to foster professional development, successful promotion, a positive culture of support, and greater community impact; created mentoring program’s policies and procedures and program expectations proposals; solicited and responded to faculty feedback about the proposals; and created a survey to facilitate mentor-mentee match based on needs and strengths

Tenure-Track Personnel Committee

- Fall 2018-Spring 2019 – performed annual reviews for 27 tenure-track faculty members to evaluate performance, identify strengths and opportunities for growth, and provide strategies for improvement in research, instruction, and service; I expanded and improved the template I created during my first year on the committee (see below); and worked with a subcommittee to set short-term goals and craft a long-term vision for committee
- Fall 2017-Spring 2018 – reviewed 1 case for promotion to Associate Research Professor; performed annual reviews for 26 tenure-track faculty members to evaluate performance, identify strengths and opportunities for growth, and provide strategies for improvement in research, instruction, and service; and I created a new template document for personnel committee members to facilitate understanding of the annual review process and improve efficiency of reviews

Postdoctoral Research Fellow for the Diversity and Inclusion Science Initiative Search Committee

- Fall 2017-Spring 2018 – reviewed 30 applicants’ materials; and made hiring recommendations to the Director for a position aimed at supporting and advancing SSFD’s Diversity and Inclusion Science Initiative

Diversity and Inclusion Science Initiative (DISI) Undergraduate Research Mentoring Committee

- Fall 2019 – updated application
- Fall 2018-Spring 2019 – helped revise the Summer Undergraduate Program for Engaging with Research (SUPER) curriculum and application materials based on inaugural cohort results (see below); identified, recruited, and supported a potential applicant from my class; reviewed 11 applicants' materials and selected the Summer 2019 SUPER cohort of 6 fellows; and reviewed 4 applicants' materials for the DISI Undergraduate Research Fellowship (a program, distinct from SUPER, that provides financial support for students to work on an independent research project) and selected 2 recipients
- Fall 2016-Summer 2018 – planned and piloted an intensive summer research program (Summer Undergraduate Program for Engaging with Research [SUPER]) for undergraduate students who are traditionally underrepresented in the social sciences that exposes them to research and diversity-related issues, provides hands-on research experience which culminates with research poster presentations, and facilitates the development of career goals; outlined curriculum and contributed to teaching materials; designed application process; reviewed 11 applicants' materials and selected the inaugural (Summer 2018) cohort of 6 fellows; and identified potential panelists (academic and non-academic) to participate in fellows' training

ASU Now story: <https://asunow.asu.edu/20181009-beyond-undergrad-putting-graduate-school-reach-underrepresented-students>

Assistant Professor - Children's Social Networks Search Committee

- Fall 2015 – reviewed 7 applicants' materials, interviewed 2 candidates, and made hiring recommendations to Director for a position aimed at strengthening SSFD's quantitative expertise in social networks

Speaker Series Committee

- Spring 2015-Fall 2015 – generated a list of potential speakers and selected a speaker to inspire faculty and increase SSFD's visibility

Graduate Committee for the Ph.D. Program in Family and Human Development (FHD)

- Spring 2021 – performed mid-program reviews for pre- and post-masters graduate students
- Fall 2016-Spring 2017 – created a formal evaluation process for teaching and research assistants to identify students' strengths and opportunities for growth, facilitate student-supervisor communication, and inform future student-hiring decisions; ranked 3 applicants for first-generation student awards to support diversity in the academic pipeline; reviewed 47 graduate applicants' materials, conducted interviews with candidates, and made admissions decisions for the FHD Ph.D. program
- Fall 2015-Spring 2016 – modified program evaluation methods to gather additional information on students' skill acquisition based on our Ph.D. program assessment report; selected 2 fellowship candidates from 3 applicants to support students' dissertation completion; planned and implemented new strategies for the recruitment and admissions procedures to improve the caliber of graduate students; ranked 5 applicants for first-generation student awards to support diversity in the academic pipeline; reviewed 34 graduate applicants' materials, conducted interviews with candidates, and made admissions decisions for the FHD Ph.D. program

- Fall 2014-Spring 2015 – reviewed 39 graduate applicants’ materials, conducted interviews with candidates, and made admissions decisions for the FHD Ph.D. program
- Fall 2013-Spring 2014 – created annual graduate student evaluations to identify students’ strengths and weaknesses, facilitate student-supervisor communication, and foster students’ professional development and goal-setting behaviors; reviewed 31 graduate applicants’ materials, conducted interviews with candidates, and made admissions decisions for the FHD Ph.D. program

Undergraduate Programs Committee

- Fall 2012-Spring 2013 – reviewed 21 scholarship applicants’ materials and selected recipients to financially support undergraduate students; reviewed and ranked 4 honors theses for awards to acknowledge students’ work and incentivize faculty to chair honors theses

Assistant Professor - Innovative Methodology Search Committee

- Fall 2012-Spring 2012 – reviewed 40 applicants’ materials, interviewed 4 candidates, and made hiring recommendations to Director for a position aimed at improving SSFD’s expertise in innovative quantitative methods

Postdoctoral Research Fellow for the Measurement and Statistical Analysis Specialization Search Committee

- Spring 2012 – conceptualized position’s roles and responsibilities; reviewed 14 applicants’ materials, interviewed 2 candidates, and made hiring decision for a position aimed at supporting SSFD’s methodological research and instructing innovative advanced graduate courses in quantitative methods

Professional Development Conference for Undergraduates Interested in Graduate Training in Family and Child Sciences

- Fall 2011 – reviewed 46 applicants’ materials and selected students for conference attendance; served on a panel regarding doctoral training to educate prospective students in successful admission to graduate school; and identified potential recruits for the SSFD’s FHD graduate program

Planning Committee for SSFD Quantitative Methodology (formerly Measurement and Statistical Analysis)

- Spring 2021-Fall 2021 – discussed revisions to requirements for Quantitative Methods specialization to allow students greater flexibility for tailoring coursework to their needs, planned course schedules
- Fall 2019 – generated and implemented ideas to support diversity in the quantitative methods pipeline; discussed ways to promote a diverse and inclusive community in quantitative methodology within SSFD; co-wrote job ad for postdoctoral research fellow; and made decisions regarding curriculum requirements
- Summer 2018-Spring 2019 – implemented strategies to improve our visibility inside and outside of ASU to promote our doctoral training and recruit high-caliber graduate students (e.g., we revised website, created an electronic advertisement, commissioned a graphic mark and letterhead)
- Spring 2018-Summer 2018 – modernized, increased the rigor of, and expanded the

curriculum and requirements for the introductory statistical sequence for SSFD's Ph.D. program; revised curriculum and requirements for the specialization to capitalize on the evolving strengths of SSFD's faculty and meet the needs of FHD students and faculty; and I led administrative aspects of these endeavors (revision of the specialization description for the Graduate Handbook, creation of internal specialization paperwork, and course change paperwork for the Graduate College)

- Fall 2013-Spring 2014 – revised curriculum and requirements for the specialization to reflect the strengths of SSFD's faculty
- Fall 2010-Spring 2011 – discussed, conceptualized, and created courses for a new specialization in which Ph.D. students focus their course work on required and elective courses in measurement and statistics

Committee Member, Department of Psychology

Psychology Colloquium Series Committee (Graduate Student Representative)

- Fall 2008-Spring 2009 – identified potential speakers and planned a series of colloquiums for the academic year aimed at educating students and faculty members on cutting-edge research outside of the Department of Psychology

Developmental Psychology Graduate Recruitment and Admissions – Graduate Student Committee

- Fall 2007-Spring 2008 – created individuals' on-campus schedules and off-campus activities; coordinated housing and transportation; arranged meals for graduate student recruitment weekend; provided feedback to committee regarding applicants to aid in the selection of a competent and promising cohort of students

Professional Development Series Planning Committee

- Fall 2007-Spring 2008 – generated a list of professional development topics based on students' needs and career goals; identified and recruited faculty to instruct each topic; and coordinated a series of teaching sessions aimed at the professional development of Developmental Psychology Ph.D. students

Panels

May 19, 2021

Panel Participant for Research on Childhood Discussion

Summer Undergraduate Program for Engaging with Research, SSFD, ASU

March 31, 2021

Panel Participant for Promotion & Tenure Experience and Advice Workshop

Junior Faculty, SSFD, ASU

May 22, 2018

Panel Moderator and Participant for Research Careers in Academia Discussion

Summer Undergraduate Program for Engaging with Research, SSFD, ASU

Service to the Local and International Community

Advisory Board Membership

2024-present

Be Human(e) <https://www.behumane.ai/>

- Advisory board member for a start-up education technology company developing an artificial intelligence (AI)-based social development platform for parents of the digital generation
- Contributing expertise on
 - children and adolescent social and emotional development
 - parenting of children and adolescents
 - research design and quantitative methodology
- Monthly meetings with CEO & Founder and other advisory board members, to guide product decisions, and specifically collaborate on
 - Identifying priority issues to target in children and adolescents based on prevalence, measurability, and potential for positive change
 - Developing frameworks to enhance children's and adolescents' social and emotional development
 - Defining best practices in harnessing AI and technology to support children and parents
 - Designing studies to measure the impact of AI support on the social development of the digital generation
 - Selecting measures to assess product efficacy (i.e., change in social and emotional skills)
 - Exploring innovative strategies for strengthening the connection between AI tools and parental involvement

International Community Presentations

3. **Eggum, N. D.** (2009, July). *Resiliency in Uganda*. Presentation for Hope 4 Kids International outreach team members, Tororo, Uganda.
2. **Eggum, N. D.** (2008, June). *Resiliency in Uganda*. Presentation for True Vine Team Ministries staff and Smile Africa Ministries staff, Tororo, Uganda.
1. **Eggum, N. D.** (2008, June). *Resiliency in Uganda*. Presentation for Hope 4 Kids International outreach team members and staff, Tororo, Uganda.

Invited Local Community Presentations

3. **Eggum-Wilkens, N. D.** (2014, February). *Uganda: The people, issues, and socio-emotional research in The Pearl of Africa*. A series of three guest lectures for students at Pinnacle High School, Phoenix, AZ.
2. **Eggum, N. D.** (2012, May). *The career path of a social scientist*. Presentation for students at Littleton Elementary School, Avondale, AZ.
1. **Eggum, N. D.** (2007, June). *Practical parenting*. Presentation for staff and residents of La Mesita Homeless Shelter, Mesa, Arizona.

Other Service Activities

2022-present

Volunteer, *Madison Traditional Academy* (Phoenix, AZ)

- Parent Volunteer Coordinator for breakfast duty and lunch/playground duty for K-8 grade levels – managed scheduling and communication for approximately 40 volunteers per school day
 - 2023-2024 – 20 hours
- Homeroom Parent for two classrooms coordinating parent donations, classroom celebrations, teacher appreciation events and gifts, and teacher-parent communications
 - 2022-2023 – 40 hours
- Parent volunteer for monthly activities (e.g., kindergarten activity helper)
 - 2023-2024 – 8 hours
 - 2022-2023 – 3 hours

2013

Volunteer, *Pasadena Neighborhood Association* (Phoenix, AZ)

- Assisted in writing a grant proposal funded by the City of Phoenix to obtain equipment for crime prevention and graffiti removal

2006-2009

Volunteer, *United Methodist Outreach Ministries New Day Center* (Phoenix, AZ)

- Read to children at homeless shelter through the Read-to-Me Program to promote children's literacy and social support
- Participated in activities for shelter residents (e.g., back-to-school block party) to provide material support and encouragement to children
- Coordinated holiday donations to provide gifts for shelter residents

2003-present

Volunteer, *Hope 4 Kids International* (Kenya; Uganda; Namibia; Nepal)

- Provide support for Nepalese and Ugandan orphans' boarding/vocational school, healthcare, and food
- Sponsored hospital and prison outreach program serving East Uganda
- Delivered medical supplies, clothing, and food to Ugandan hospitals and villages
- Remodeled housing for Namibian orphans
- Donated curriculum, educational materials, and textbooks to Ugandan schools
- Developed educational materials regarding HIV/AIDS, abuse, parenting, and child development for True Vine Team Ministries and the Early Child Development Program

2003

Volunteer, *Mental Health Association of Arizona* (Scottsdale, AZ)

- Developed strategies for recruiting and retaining volunteers for programs aimed at supporting mental health of AZ residents
- Conducted statistical analyses to document effectiveness of the Suicide Prevention Program
- Replied to queries for the Information and Referral Department to support the mental health needs of callers
- Assisted staff during monthly events to educate and provide social support to individuals with mental illness

PROFESSIONAL ASSOCIATION MEMBERSHIPS

Heterodox Academy (HxA)

International Society for the Study of Behavioural Development

PROFESSIONAL DEVELOPMENT ACTIVITIES

May 6, 2023

Teaching and Learning with Generative AI – 6-module online course with learning assessments and hands-on assignments, Office of the Provost in partnership with EdPlus, Enterprise Technology, and academic units, Arizona State University, Tempe, AZ

January 27 and 28, 2023

Sample-Size Planning – Workshop instructed by Keke Lai, at Arizona State University, Tempe, AZ

May 27, 2021

The Alignment Method for Multiple Group Confirmatory Factor Analyses in Mplus: Applications for Cross-cultural Research – Webinar instructed by W. Andrew Rothberg

May 18, 2021

Artificial Intelligence Foundations: Machine Learning, LinkedIn Learning course

May 10, 2021

Tableau Essential Training, LinkedIn Learning course

May 4, 2021

SQL Essential Training, LinkedIn Learning course

May 3, 2021

Learning Python, LinkedIn Learning course

April 28 and 29, 2021

Presenting Data Effectively: A 4-step Data Visualization Process – Webinar instructed by Stephanie Evergreen and sponsored by USAID Research Technical Assistance Center

Fall 2019-Spring 2023

Formal Faculty Mentoring by Prof. Laura Hanish, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, AZ

July 13, 2018

Canvas (Learning Management System) Introduction Training – Webinar instructed by ASU's University Technology Office, Arizona State University, Tempe, AZ

February 22, 2018

Leadership and Collaboration across the Disciplines – Panel by Faculty Women's Association Leadership Summit, Arizona State University, Tempe, AZ

February 15, 2018

The Yellow Brick Road to Leadership – Workshop by Commission on the Status of Women Leadership Series, Arizona State University, Tempe, AZ

September 11, 2017

Diversity & Recruitment Training and Certification for Faculty and Academic Personnel Searches, Office of the University Provost, Arizona State University, Tempe, AZ

April 20, 2017

Intensive Longitudinal Data Analysis Using Mplus – Webinar instructed by Bengt Muthén, Tihomir Asparouhov, and Ellen Hamaker, Mplus

March 24, 2017

Teaching Statistics and Quantitative Methods into the 21st Century – 1-day web conference sponsored by Peabody College Vanderbilt University, APA Division 5, and Society for Multivariate Experimental Psychology

March 20, 2017

Rules for Communicating Technical Material and Working with Lay Audience – Workshop instructed by Roy Levy, Arizona State University, Tempe, AZ

August 26, 2016

Kids at Hope - Module 1 Training (a strategic, cultural framework designed to engage entire communities to support success for all children, no exceptions), 3.5-hour online course

February 16, 2016

Academic Motherhood Workshop, sponsored by the ASU Center for Indian Education, Office of Inclusion and Community Engagement, the ASU Faculty Women's Association, and the ASU Commission on the Status of Women, Arizona State University, Tempe, AZ

December 4-6, 2013

Introduction to Finite Mixture Models Workshop – Instructed by Jeffrey R. Harring, The Center for Integrated Latent Variable Research at the University of Maryland, College Park, MD

May 14-18, 2012

Models for Continuous and Limited Dependent Variables Using R Workshop – Instructed by Rodolfo Espino, Arizona State University, Tempe, AZ

October 20, 2011

Negotiations: Women Don't Ask but They Should, – Presentation by Faculty Women's Association, Arizona State University, Tempe, AZ

September 8-9, 2011

Selected participant for *Summer Institute on Innovative Methods: The Multiphase Optimization Strategy* (MOST - a framework for optimizing and evaluating multi-component behavioral interventions for prevention or treatment) – Instructed by Linda Collins and sponsored by The Pennsylvania State University's Methodology Center and the National Institute on Drug Abuse, Bethesda, MD

June 28-July 1, 2011

Modeling Diary Data with Hierarchical Linear Models Workshop – Instructed by Jean-Philippe Laurenceau and Niall Bolger, University of Massachusetts, Amherst, MA

May 24, 2011

Bayesian Analysis Using Mplus Workshop – Instructed by Bengt Muthén and Tihomir Asparouhov, University of Connecticut, Storrs, CT

May 25-26, 2011

Modern Modeling Methods Conference, University of Connecticut, Storrs, CT

June 21-25, 2010

Dyadic Data Analysis Workshop – Instructed by David A. Kenny and Tessa V. West, University of Connecticut, Storrs, CT

February 24, 2010

Panel Discussion: Balancing Life in Academia with Personal Relationships and Family, Faculty Women's Association, Arizona State University, Tempe, AZ

Fall 2006

Grant Writing/Professional Development Course (PSY 591), Department of Psychology, Arizona State University, Tempe, AZ

2004-2009

Professional Development Workshop Series, Developmental Psychology, Arizona State University, Tempe, AZ

GRADUATE-LEVEL COURSEWORK IN QUANTITATIVE METHODS

†Indicates that course was audited. If course was not audited, an “A” was earned.

1. Intermediate Statistics (e.g., ANOVA), D. MacKinnon
 2. Multiple Regression (e.g., multiple predictors, moderation, assumptions, diagnostics), L. Aiken
 3. Analysis of Multivariate Data (e.g., factor analysis, MANOVA), L. Aiken
 4. Structural Equation Modeling (e.g., CFA, multiple-group models, invariance), R. Millsap
 5. Psychometric Methods (e.g., reliability and validity), R. Millsap
 6. Multi-level Modeling (e.g., growth models, random intercept and coefficient models), C. Enders
 7. Advanced Structural Equation Modeling and Longitudinal Modeling (e.g., cross-lagged panel models, transition models), M. Reiser
 8. Advanced Longitudinal Methods and Categorical Models (e.g., logistic regression, mixed models), M. Reiser
 9. Longitudinal Growth Modeling (e.g., growth curve, parallel process, 3-level models), C. Enders†
 10. Missing Data (e.g., assumptions, estimation, multiple imputation), C. Enders†
 11. Introduction to Statistical Mediation Analysis (e.g., multiple, sequential, longitudinal mediation), D. MacKinnon†
 12. Latent Class Modeling (e.g., classical latent class analysis, latent transition analysis), C. Geiser†
 13. Machine Learning in Psychology (e.g., unstructured and structured data, classification methods [logistic regression, naïve Bayes, k-nearest neighbors, support vector machines, classification trees, ensemble methods], regression methods [multivariate adaptive regression splines, regression trees], unsupervised methods [cluster analysis, finite mixture models]), K. Grimm †
-

RELATED PROFESSIONAL EXPERIENCE

2003-2004

Mental Health Association of Arizona, *Advocacy Specialist*

- Educated state legislators and mental health service consumers about mental health issues
- Implemented Voter Empowerment Campaign strategies to encourage registration and voting
- Coordinated and attended Mental Health Insurance Parity Coalition meetings aimed at improving mental health insurance through legislation
- Researched and developed position papers pertaining to mental health legislation
- Served on and executed directives of Public Policy Committee
- Attended conferences pertaining to clinical treatment and juvenile justice
- Participated in meetings for Protecting Arizona's Families Coalition (PAFCO) and Arizona Bridge to Independent Living (ABIL) aimed at advocating for legislation to fund social programs